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ABSTRACT

Georgia's Quality Core Curriculum (QCC) originated in 1984 with a recommendation for review every 5 years. In 1996, teachers, administrators, parents, and business leaders throughout Georgia reviewed and analyzed the existing QCC in an effort to update the curriculum, reflect technological advances, and create a more effective base for teaching. This 1999 report on Georgia's education for students in grades 9-12 presents core curriculum requirements in the areas of language arts, mathematics, science, social studies, foreign languages, health and physical education, fine arts (dance, music, theater, and visual arts), technology/career education, and agriculture education. For each curriculum area, the report presents at introduction and a description of the revision process and revisions made for that specific area. (SM)

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9-12

Georgia's Quality Core Curriculum

Raising Expectations

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Georgia's Quality Core Curriculum

Linda C. Schrenko
State Superintendent of Schools
Georgia Department of Education

January 1998

Raising Expectations

Georgia's Quality Core Curriculum

Grades 9-12

Georgia's Quality Core Curriculum

Language Arts
Grades 9-12

Introduction to Language Arts
Quality Core Curriculum
K-12

The Quality Core Curriculum (QCC) originated in 1984 with a recommendation for review every five years. In 1996, teachers, administrators, parents, and business leaders throughout the state reviewed and analyzed the existing Quality Core Curriculum. The QCC revision process was an effort to update the curriculum, to reflect technological advances, and to create a more effective base for teaching. The Language Arts revision team refined the existing QCC Language Arts objectives to enhance clarity, accessibility, K-12 coordination, and academic excellence.

In order to promote these elements, the Language Arts revision team established a K-8 matrix that includes 9-12 core skills. The matrix is designed to provide a scope and sequence for the revised Language Arts QCC.

The revision team recommends that every Language Arts teacher receive a copy of the revised standards in order to implement the scope and sequence of the Language Arts content standards. Standards can be measured and taught by a variety of instructional strategies which actively engage and meet the needs of all students. The revision team sincerely desires that this QCC be a practical and valuable guide for Language Arts instruction in Georgia.

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Listens and speaks in informal conversations with peers and adults.	*									
Adapts or changes oral language to fit the situation by following the rules of conversation with peers and adults.		*	*	*	*	*	*	*	*	*
Listens to a variety of literary forms, including stories and poems.	*	*	*							
Listens and responds to a variety of literary forms.				*	*					
Listens and responds to a variety of literary forms including prose, poetry, and drama.						*	*	*	*	*
Follows one- and two-part oral directions.	*									
Follows two- and three-part oral directions.		*								
Follows three-part oral directions.			*							
Follows multiple oral directions.				*	*	*				
Follows oral directions and asks questions for clarification.							*	*	*	*

* **Standards will be reinforced as necessary each subsequent year**

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Repeats auditory sequences: letters, words, numbers, and rhythmic patterns.	*									
Recognizes rhyming words.	*									
Recites short poems, rhymes, songs, and stories with repeated patterns.	*									
Participates in choral speaking and creative drama.	*									
Recalls information presented orally.		*								
Recalls and interprets information presented orally.			*							
Uses oral language for different purposes: to inform, to persuade, and to entertain.			*	*	*	*	*	*	*	
Recalls, interprets, and summarizes information presented orally.				*	*	*	*	*	*	*
Delivers a planned oral presentation.						*	*	*	*	
Adjusts manner and style of speaking to suit an audience and situation.						*	*	*	*	

• **Standards will be reinforced as necessary each subsequent year**

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Speaks so others can hear and understand.										*
Defends conclusions rationally.										*
Paraphrases and discusses information.						*	*	*	*	*
Summarizes and/or records orally presented information.						*	*	*	*	*
Interprets the meaning of questions in order to give an appropriate response.		*								
Responds to questions on orally presented materials.			*							
Responds appropriately to various types of questions on orally presented material.				*						
Responds to literal, inferential, and evaluative questions on orally presented material.					*	*	*	*	*	*
Increases vocabulary to reflect a growing range of interests and knowledge.	*	*	*	*	*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Communicates effectively when using descriptive language, relating experiences, and retelling stories.	*									
Communicates effectively when using descriptive language, relating experiences, and retelling stories read, heard, or viewed.		*	*	*	*	*	*	*	*	*
Uses a variety of language patterns and sentence structures.		*	*							
Uses increasingly complex sentence structures in oral communication.			*	*	*	*				
Determines the literal and figurative meaning of words.					*	*				
Demonstrates an understanding of words and ideas when heard in context.		*								
Determines the meaning of a word based on how it is used in an orally presented sentence.			*	*	*					
Adjust manner and style of speaking to suit an audience and situation.						*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses grade/age appropriate standard American English when communicating orally.			*	*	*	*				
Paraphrases and discusses information.						*	*	*	*	
Begins to discriminate between spoken words and sentences.	*									
Summarizes and/or records orally presented information.							*	*	*	
Blends sounds orally to make words.	*	*	*	*						
Divides words into syllables.		*	*	*						
Participates in oral presentations.							*	*	*	*
Participates in dramatic activities such as puppetry, pantomime, plays, choral speaking, and expressions.							*	*	*	
Develops awareness of nonverbal communication such as gestures, body language, and facial expressions.							*	*	*	*
Uses standard conventions of American English in appropriate settings.							*	*	*	*

• **Standards will be reinforced as necessary each subsequent year**

Language Arts
QCC Scope and Sequence

Oral Communication
Listening/Speaking

The Student:	K	1	2	3	4	5	6	7	8	9_12
Listens and responds to various language patterns and literary forms including regional examples (dialect).							*	*	*	
Responds to literal, inferential, and critical questions.							*	*	*	*
Determines the denotative and connotative meanings of words in oral context.							*	*	*	*
Records orally presented information (note-taking).							*	*	*	*
Critically responds to various media. Evaluates messages and effect of mass media.							*	*	*	*

- **Standards will be reinforced as necessary each subsequent year**

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Recognizes own name in print.	*									
Recognizes words in familiar contexts.	*									
Recognizes common signs and logos.	*									
Holds print materials in correct position.	*									
Demonstrates left-to-right and top-to-bottom progression.	*									
Discriminates visual similarities and differences in words.	*									
Distinguishes between written letters, words, and sentences.	*									
Identifies upper- and lower-case letters of the alphabet out of sequence.	*									
Associates sounds with letters.	*									
Verbalizes consonant sound when shown the consonant letter.	*									
Recognizes rhyming words (e.g., CVC words, word families, etc.).	*									

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Reads selected sight words.	*									
Recalls orally a series of three visually presented items.	*									
Uses words that signal sequence relationships such as first, next, and last.	*									
Classifies by characteristics such as color, size, shape, structure, and function.	*									
Sequences pictures to tell a story.	*									
Interprets pictures to identify main idea, sequence of events, cause/effect, and prediction of logical outcomes.	*									
Demonstrates an understanding that print makes sense by reading and explaining own writings and drawings.	*									
Increases vocabulary to reflect a growing range of interests and knowledge.	*	*	*	*	*	*	*	*	*	*

- **Standards will be reinforced as necessary each subsequent year**

Langua[illegible] Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Distinguishes between letter/word, word/sentence, left/right, and beginning/ending of words and sentences.		*								
Classifies and categorizes words into sets and groups with common characteristics.		*	*	*	*	*	*	*	*	
Follows written directions.			*	*	*	*	*	*	*	*
Reads a variety of materials for information and pleasure.			*	*	*	*	*	*	*	*
Reads for a variety of purposes in different kinds of texts.				*	*	*	*	*	*	*
Applies phonetic strategies to read by:										
Using initial consonant substitution in rhyming words and word families.		*								
Using beginning, medial, and ending consonants to orally decode one and two syllable words.		*								
Using short, long, and "r" controlled vowel sounds to orally decode one and two syllable words.		*								
Using consonant blends and diagraphs to orally decode one- and two-syllable words.		*								

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Applies phonetic strategies to read by:										
Using initial consonant substitution in rhyming words and word families.			*	*	*	*				
Using beginning, medial, and ending consonants to orally decode words.			*	*	*	*				
Using short, long, and "r" controlled vowel sounds to orally decode words.			*	*	*	*				
Using consonant blends, digraphs, and diphthongs to orally decode words.			*	*	*	*				
Uses word order and sentence structure to read. (Syntax-"Does it sound right?")		*	*	*	*	*	*	*	*	
Demonstrates an understanding of semantic relationships by using pictures, using context clues, word meanings, and prior knowledge in reading. (Semantics - "Does it make sense?")		*								
Demonstrates an understanding of semantic relationships by using context clues, word meanings, and prior knowledge in reading. (Semantics - "Does it make sense?")			*	*	*	*	*	*	*	*
Increases existing sight vocabulary (instant recognition).		*	*	*	*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Integrates language structure (syntax), meaning clues (semantics), phonetic strategies, and sight vocabulary when reading orally and silently.		*	*	*	*	*	*	*	*	
Reads with fluency and expression.		*	*	*	*	*	*	*	*	*
Recognizes EXPLICIT main ideas, details, sequence of events, cause-effect relationships in fiction and nonfiction.		*	*	*	*	*	*	*	*	*
Recognizes IMPLICIT main ideas, details, sequence of events, and cause/effect relationships in fiction and nonfiction.		*	*	*	*	*	*	*	*	*
Identifies the main characters.		*	*	*	*					
Identifies the characters' actions, motives, emotions, traits, and feelings.		*	*	*	*	*				
Draws conclusions and makes predictions and comparisons.		*	*							
Draws conclusions, makes predictions, compares/contrasts, and makes generalizations.				*	*	*	*	*	*	*

- Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Reads for understanding and rereads as needed for clarification, self-correction, and further comprehension.		*	*	*	*	*	*	*	*	*
Distinguishes between fact and opinion.					*	*	*	*	*	*
Demonstrates comprehension when reading a variety of literary forms (e.g., fiction, nonfiction, poetry, and drama).		*	*	*	*	*	*	*	*	*
Recognizes and reads compound words, contractions, possessives, and words containing the suffixes "ing," "ed," "s," and "es."		*	*	*	*	*				
Uses knowledge of root words, prefixes, and suffixes in word recognition.		*	*	*	*	*	*	*	*	*
Recognizes simple word opposites.	*	*	*							
Uses knowledge of synonyms, antonyms, and homophones when reading.				*	*	*	*	*	*	
Identifies story development, author's purpose, and point of view.						*	*	*	*	*

* **Standards will be reinforced as necessary each subsequent year**

Langua[illegible] Arts
QCC Scope and Sequence

Written Communication
Reading

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses context clues to determine meaning of unknown words.							*	*	*	*
Adjusts reading speed according to purpose and rereads for comprehension.							*	*	*	*
Recognizes persuasion techniques in propaganda and advertising.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Literature

The Student:	K	1	2	3	4	5	6	7	8	9_12
Experiences traditional and contemporary literature through a variety of media.	*	*	*	*	*	*	*	*	*	*
Responds to literal, inferential, and evaluative questions about literature.	*	*	*	*	*	*	*	*	*	*
Responds appropriately to questions about author's purpose, techniques, character development, and plot structure.					*	*	*	*	*	*
Demonstrates an interest in various types of self-selected literature through daily reading.		*	*	*	*	*	*	*	*	*
Identifies literary forms (e.g., fiction, nonfiction, poetry, and drama).		*	*	*	*	*				
Recognizes various forms of literature (short stories, novels, epics, poems, dramas, folk tales, essays, and myths).							*	*	*	*
Discriminates between realism and fantasy.		*	*	*						
Distinguishes between fact and opinion.					*	*	*	*	*	*

- Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication

Literature

The Student:	K	1	2	3	4	5	6	7	8	9_12
Recognizes cultural diversity represented in literature.	*	*	*	*	*	*	*	*	*	*
Responds to literal, inferential, and critical questions about literature.							*	*	*	*
Recognizes bias and stereotypes.							*	*	*	*
Recognizes relevance of data.							*	*	*	*
Interprets written instructions and other directive information.							*	*	*	*
Applies reading strategies to specific content and subject matter.							*	*	*	*
Identifies literary elements and techniques such as plot, setting, theme, characters, characterization, conflict, figurative language, and point of view.							*	*	*	*
Recognizes common elements of poetry (rhyme, rhythm, stanza, figurative language, etc.).							*	*	*	*
Experiences traditional and contemporary literature through a variety of media.							*	*	*	*

* **Standards will be reinforced as necessary each subsequent year**

Language Arts
QCC Scope and Sequence

Written Communication
Literature

The Student:	K	1	2	3	4	5	6	7	8	9_12
Recognizes writer's purpose in fiction and nonfiction.							*	*	*	*
Recognizes cultures and values represented in literature.							*	*	*	*
Recognizes that literature reflects human experience.							*	*	*	*
Responds creatively to literature, drama, art, and multimedia projects.							*	*	*	*
Identifies and chooses literature according to personal interests.							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Dictates information for experience stories.	*									
Uses examples from literature to create individual and group stories.	*	*	*	*	*	*	*	*	*	
Draws pictures and/or uses letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	*									
Uses correct spelling for frequently used sight vocabulary.		*	*	*	*	*	*	*	*	*
Uses learned phonetic strategies to spell correctly.		*	*	*	*	*				
Writes a minimum of three sentences about a topic.		*	*							
Writes a short paragraph about a topic.				*						
Writes selections (compositions) of three or more paragraphs about a topic.					*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Writes about self-selected topics (e.g., personal experiences, book rewrites) using pictures, letter/sound associations, and known words.		*	*							
Writes about self-selected topics.				*	*	*	*	*	*	*
Writes in a variety of genres to produce paragraphs and compositions:										
Personal narratives				*	*	*	*	*	*	*
Imaginative stories				*	*	*	*	*	*	*
Responses to literature				*	*	*	*	*	*	*
Content area pieces				*	*	*	*	*	*	*
Correspondence (including writing letters and addressing envelopes).			*	*	*	*	*	*	*	*
Expository Pieces						*	*	*	*	*
Persuasive Pieces							*	*	*	*
Applies correct principles of grammar:										
Writes complete sentences			*							*
Uses correct capital letters			*							*
Uses correct punctuation			*							*
Applies correct rules of usage and expression.			*							*
Applies correct principles of grammar, parts of speech, usage, and mechanics:										
Writes complete sentences				*						*
Uses correct capitalization and punctuation				*						*

* Standards will be reinforced as necessary each subsequent year

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Language Arts
QCC Scope and Sequence

Written Communication

Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses correct word structure				*						*
Identifies types of sentences according to purpose: declarative, interrogative, imperative, and exclamatory				*						
Identifies the parts of a sentence in various sentence patterns (simple subject and predicate).				*						
Forms singular, plural, and possessive nouns.				*						
Applies standard conventions of American English in subject-verb agreement				*						*
Demonstrates knowledge of nouns, pronouns, verbs, and adjectives in writing simple sentences				*						
Applies correct principles of grammar, parts of speech, usage, and mechanics. (See also: reference to Grammar and Usage strand.)					*	*	*	*	*	*
Communicates ideas by using the writing process:										
PREWRITING										
Generates ideas		*	*	*	*	*	*	*	*	*
DRAFTING										
Focuses on topic		*	*	*	*	*	*	*	*	*
Uses prewriting ideas to complete first draft		*	*	*	*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
REVISING										
Expands use of descriptive words		*	*	*	*	*	*	*	*	*
Improves sequence			*	*	*	*	*	*	*	*
Adds variety of sentence types			*	*	*	*	*	*	*	*
Organizes writing to include a clear beginning, middle, and ending.			*	*	*	*	*	*	*	*
EDITING										
Begins each sentence and proper noun with a capital letter		*	*	*	*	*	*	*	*	*
Uses correct spelling		*	*	*	*	*	*	*	*	*
Uses appropriate punctuation		*	*	*	*	*	*	*	*	*
Uses complete sentences		*	*	*	*	*	*	*	*	*
PUBLISHING										
Shares writing with others.		*	*	*	*	*	*	*	*	*
Increases writing vocabulary.						*	*	*	*	*
Uses descriptive words and phrases.						*	*	*	*	*
Uses various organizational strategies, styles, and purposes.						*				
Experiments with organization, style, purpose, and audience.							*	*	*	*
Uses available technology to assist in writing.		*	*	*	*	*	*	*	*	*
Uses left to right pattern of writing.	*									

• Standards will be reinforced as necessary each subsequent year

Langua[illegible] Arts
QCC Scope and Sequence

Written Communication
Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Prints name, self-selected words, and letters of the alphabet.	•									
Copies simple shapes, designs, numerals, and letters.	•									
Prints legibly:										
Correctly forms letters and numbers;		•	•							
Correctly spaces words and sentences.		•	•							
Begins to recognize cursive letters.			•							
Writes legibly:										
Correctly forms letters and numbers				•	•	•	•	•	•	
Correctly spaces words and sentences				•	•	•	•	•	•	
Writes paragraphs that include a unifying idea, a topic sentence, supporting sentences and details, and clincher sentence.							•	•	•	•

- Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication

Writing

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses various types of writing (personal, academic, business, and vocational).							*	*	*	*
Uses dialogue in writing.							*	*	*	*
Composes and revises using a computer.										*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication

Grammar and Usage

The Student:	K	1	2	3	4	5	6	7	8	9_12
Identifies the types of sentences according to purpose: declarative, interrogative, imperative, and exclamatory.					*	*	*	*	*	
Identifies at least five parts of speech, including nouns, verbs, pronouns, adjectives, and adverbs.					*	*				
Identifies the eight parts of speech and their uses in a sentence.							*	*	*	
Identifies the parts of a sentence in various sentence patterns:										
subjects (simple and compound)					*					
predicates (simple and compound)					*					
modifiers					*					
Identifies the parts of a sentence in various sentence patterns:										
subject (simple and compound)						*	*	*	*	
predicates (simple and compound)						*	*	*	*	
modifiers (words and prepositional phrases)						*	*	*	*	
complements (predicate adjectives, predicate nominative, direct objects)							*	*	*	
Forms singular, plural, and possessive nouns.					*	*	*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Grammar and Usage

The Student:	K	1	2	3	4	5	6	7	8	9_12
Identifies principal parts and tenses of regular and irregular verbs.					*	*	*	*	*	
Identifies types of pronouns: subject, object, possessive.					*	*	*	*	*	
Writes simple and compound sentences and avoids fragments and run-on sentences.					*	*	*	*	*	*
Applies standard conventions of American English in:										
Subject-verb agreement					*	*	*	*	*	*
Cases of personal pronouns					*	*	*	*	*	*
Principal parts of verbs					*	*	*	*	*	*
Comparisons of adjectives and adverbs					*	*	*	*	*	*
Pronoun/Antecedent							*	*	*	*
Applies standard rules of capitalization.					*	*	*	*	*	*
										*
Applies standard rules of punctuation.					*	*	*	*	*	*
Spells frequently used words correctly and applies common spelling rules.					*	*	*	*	*	*
Identifies types of pronouns such as personal, interrogative, demonstrative.							*	*	*	

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Grammar and Usage

The Student:	K	1	2	3	4	5	6	7	8	9_12
Writes simple and compound sentences and avoids run-ons and nonfunctional fragments.							*	*	*	*
Combines sentences using coordination (i.e., compound sentences).							*	*	*	*

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Explores the uses of the media center, picture books, audiovisual resources, and available technology for reading and writing.	*									
Alphabetizes words to the first letter.		*								
Alphabetizes words to the second letter.			*							
Alphabetizes words to the third letter.				*						
Uses alphabetical order to locate information.					*	*	*	*	*	
Uses picture dictionaries as information sources.		*								
Uses beginning dictionaries as information sources.			*							
Uses abridged dictionaries to identify appropriate word meanings or correct spellings.				*	*					
Uses dictionaries, thesauri, atlases, almanacs, periodicals, and encyclopedias, to locate information.						*	*	*	*	

* Standards will be reinforced as necessary each subsequent year

Langu[illegible] Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses guide words to locate words in dictionaries and topics in encyclopedias.			*							
Uses guide words in dictionaries, encyclopedias, etc., as aids for finding information.				*						
Uses guide words to locate information.					*	*	*	*	*	
Determines appropriate resource to answer specific questions.					*					
Locates information using the appropriate reference resources.						*	*	*	*	*
Recognizes the organization of fiction and nonfiction books in the media center.		*	*	*						
Uses call numbers to locate information in the media center.					*					
Recognizes the author, illustrator, and title as identifying items of information about a book.		*								
Recognizes the purpose of the title page and the table of contents.		*								

- Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication

Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses book parts including the title page, table of contents, and glossary as information sources.			*							
Uses book parts including title page, table of contents, index and glossary as information sources.				*	*					
List sources from which information is gathered, including author, title, publisher/producer, place of publication and copyright date.						*	*	*	*	*
Uses easy fiction books, nonfiction books, various audiovisual resources, and software as information sources.		*								
Uses easy fiction books, nonfiction books, audiovisual resources and software, and periodicals as information sources.			*							
Uses various sources (e. g., periodicals, audiovisuals, software, encyclopedias) for information.				*	*					

* Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Begins the research process by selecting topic, formulation questions, and identifying key words about a chosen topic.				*						
Skims material to locate specific information.				*						
Develops a simple outline from a short selection.					*	*	*	*	*	
Uses cross reference in multiple types of sources.						*	*	*	*	
Uses the media center and available technology as sources of information and pleasure.		*	*	*	*	*	*	*	*	*
Recognizes differences in paraphrasing, summarizing, and plagiarizing.							*	*	*	
Recognizes organizational systems used for collections or reference sources.							*	*	*	

• Standards will be reinforced as necessary each subsequent year

Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Uses research process by:					*	*	*	*	*	*
-Choosing topic					*	*	*	*	*	*
-Formulating questions					*	*	*	*	*	*
-Identifying key words					*	*	*	*	*	*
-Selecting sources					*	*	*	*	*	*
-Skimming					*	*	*	*	*	*
-Paraphrasing					*	*	*	*	*	*
-Taking notes					*	*	*	*	*	*
-Organizing					*	*	*	*	*	*
-Presenting										
Selects appropriate sources (data base, electronic multi-media, technologies, microforms, interview, general and specific references, community resource files, and periodical index) for a given topic.							*	*	*	*
Analyzes information to determine relevance to topic.							*	*	*	*
Retrieves information on a single topic from multiple types of sources (periodicals, indices, almanacs, general and specialized materials, electronic multi-media technologies, microforms, and data bases).							*	*	*	*

- Standards will be reinforced as necessary each subsequent year

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Language Arts
QCC Scope and Sequence

Written Communication
Reference-Study

The Student:	K	1	2	3	4	5	6	7	8	9_12
Selects main ideas and supporting details from two or more sources and creates an outline.							*	*	*	
Documents sources with reference citations (bibliography or footnotes).							*	*	*	*
Uses a study technique:										
PQRST (preview, question, read, study, test)					*	*	*	*	*	
SQ3R (survey, question, read, review, report)					*	*	*	*	*	
PQ4R (preview, question, research, read, review, report)					*	*	*	*	*	
4R (research, read, review, report)					*	*	*	*	*	
Develops strategies for taking tests in different formats (multiple choice, sentence completion, essays, etc.).							*	*	*	
Works as a team to solve problems.										*

* Standards will be reinforced as necessary each subsequent year

Introduction to Language Arts
Quality Core Curriculum
9-12

As a part of the Quality Core Curriculum revision process, language arts teachers, school administrators, college professors, and business leaders from across Georgia reviewed and revised the language arts curriculum in grades K-12. The team was subdivided into three groups, K-5, 6-8, and 9-12. Careful consideration was given to every content standard, and the committees reached consensus about the inclusion and wording of each.

The Language Arts 9-12 team established a list of skills based on objectives outlined in the original curriculum. These essential skills, considered "core skills," are required throughout the 9-12 program. The team determined that standards specific to each course exist in the curriculum; hence, they are labeled "content specific." Content-specific standards spiral and expand on core skills while specifying skills inherent to each course. In courses taught in both college-preparatory and technology/career-preparatory programs, instructors may need to vary their instructional strategies to accommodate the needs of all learners.

Georgia Quality Core Curriculum

Language Arts: Grade 9-12

Core Skills

Course	Content Standard	Topic	Concept	Notes
.9-12.1	Reads poems, short stories, essays, novels, magazines, newspapers, charts, graphs, and technical documents for pleasure and self-improvement	Core Skills		
.9-12.2	Reads critically, asks pertinent questions, recognizes assumptions and implications, and evaluates ideas	Core Skills		
.9-12.3	Takes notes on the main and subordinate ideas in lectures and discussions and reports accurately what others have said	Core Skills		
.9-12.4	Uses research process: selecting topic, formulating questions, identifying key words, choosing sources, skimming, paraphrasing, note-taking, organizing, summarizing, and presenting	Core Skills		
.9-12.5	Identifies, comprehends, and summarizes the main and subordinate ideas in a written work	Core Skills		
.9-12.6	Learns that words gather meaning from their context and carry connotation and denotation	Core Skills		
.9-12.7	Distinguishes between fact and opinion	Core Skills		
.9-12.8	Comprehends, develops, and uses specifics and generalizations	Core Skills		
.9-12.9	Acquires new vocabulary through reading and listening; demonstrates progress through speaking and writing	Core Skills		
.9-12.10	Uses literal comprehension skills (e.g., sequencing, explicitly stated main idea)	Core Skills		
.9-12.11	Uses inferential comprehension skills (e.g., predictions, comparisons, conclusions, implicitly stated main idea)	Core Skills		
.9-12.12	Analyzes unfamiliar words by using appropriate structural analysis skills including prefixes, suffixes, root words, and context clues	Core Skills		

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Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
.9-12.13	Uses a variety of print and non-print resources (e.g., films, recordings, theater, computer databases) as parts of the study of literature	Core Skills		
.9-12.14	Draws reasoned conclusions from various sources	Core Skills		
.9-12.15	Writes Standard American English sentences with correct verb forms, punctuation, capitalization, possessives, plural forms and other mechanics, word choice, and spelling	Core Skills		
.9-12.16	Recognizes speaker's purpose and identifies verbal and nonverbal components of communication (body language, facial expression, gestures)	Core Skills		
.9-12.17	Uses language appropriate to situation and audience	Core Skills		
.9-12.18	Participates in the writing process: prewriting, drafting, revising, editing, proofreading, and publishing	Core skills		
.9-12.19	Writes for many purposes including, but not limited to, personal (journals, diaries, stories, poems), social (friendly letters, thank-you notes, invitations), academic (themes, reports, essays, analyses, critiques), and business (letters, memos, and applications) writing	Core Skills		
.9-12.20	Gains insight into human behavior from the study of literature	Core Skills		
.9-12.21	Creates hypotheses and predicts outcomes	Core Skills		
.9-12.22	Defends conclusions rationally	Core Skills		
.9-12.23	Speaks so others can hear and understand	Core Skills		
.9-12.24	Works as a team member to solve problems	Core Skills		
.9-12.25	Composes and revises on a computer	Core Skills		

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Georgia Quality Core Curriculum

Language Arts: Grade 9-12

Advanced Composition and Literature

Course	Content Standard	Topic	Concept	Notes
.9-12.	1-25. Uses Core Skills listed at the beginning of the Language Arts 9 - 12 section of this QCC document	Core Skills		
LA.9-12.26	Reads, discusses, and analyzes book-length works of fiction and nonfiction representing diversity (e.g., gender, ethnicity, and nationality)	Reading/Literature		
LA.9-12.27	Develops orderly and convincing arguments	Speaking/Listening		
LA.9-12.28	Conceives and develops ideas about a topic for the purpose of speaking to a group, chooses and organizes related ideas, presents them clearly in standard American English, and evaluates similar presentations by others	Speaking/Listening		
LA.9-12.29	Refines all areas of the writing process including prewriting, drafting, revising, editing, proofreading, and publishing	Writing/Usage/Grammar		
LA.9-12.30	Uses a variety of writing modes such as describing, telling, explaining, persuading, interpreting, or researching, with emphasis on formal expository writing	Writing/Usage/Grammar		
LA.9-12.31	Refines the research process, quotes, paraphrases, and summarizes accurately, and cites sources properly according to a standard style sheet (MLA, APA or others)	Writing/Usage/Grammar		
LA.9-12.32	Is precise in punctuation, capitalization, spelling, and other elements of manuscript form	Writing/Usage/Grammar		

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Language Arts: Grade 9-12

American Literature and Composition

Course	Content Standard	Topic	Concept	Notes
9-12	1-25. Uses Core Skills listed at the beginning of the Language Arts 9 - 12 section of this QCC document	Core Skills		
LA.9-12.26	Invents solutions to problems using thinking techniques (e.g., metaphors, analogies, models, brainstorming, and role-playing)	Critical Thinking		
LA.9-12.27	Analyzes logical relationships in arguments and detects fallacies	Critical Thinking		
LA.9-12.28	Recognizes different purposes and methods of writing; identifies a writer's tone and point of view	Reading/Literature		
LA.9-12.29	Reads, discusses, and analyzes American literature representing diversity (e.g., gender, ethnicity)	Reading/Literature		
LA.9-12.30	Writes and speaks critically about literature	Reading/Literature		
LA.9-12.31	Applies knowledge of literary terms to works of literature	Reading/Literature		
LA.9-12.32	Develops an understanding of the effect of history on American literature (e.g., literary movements and periods)	Reading/Literature		
LA.9-12.33	Understands major cultural, religious, philosophical, and political influence on the literature of a given period or culture	Reading/Literature		
LA.9-12.34	Identifies the purpose of a speaker and is aware of the techniques a speaker is using to affect an audience	Speaking/Listening		
LA.9-12.35	Adapts words and strategies to various situations and audiences	Speaking/Listening		
LA.9-12.36	Engages in discussion as both speaker and listener; critically and constructively interpreting, analyzing, and summarizing ideas	Speaking/Listening		

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
LA.9-12.37	Conceives and develops ideas about a topic for the purpose of speaking to a group, chooses and organizes related ideas, presents them clearly, and evaluates similar presentations by others	Speaking/Listening		
LA.9-12.38	Evaluates messages and effects of mass media (newspaper, television, radio, film, and periodicals)	Speaking/Listening		
LA.9-12.39	Learns about the development of American English, including the influences of other languages, ancient and modern	Writing/Usage/Grammar		
LA.9-12.40	Understands that language usage is shaped by social, cultural, and geographical differences	Writing/Usage/Grammar		
LA.9-12.41	Writes in narrative, descriptive, persuasive, and expository modes with emphasis on exposition	Writing/Usage/Grammar		
LA.9-12.42	Adapts writing style to various audiences.	Writing/Usage/Grammar		
LA.9-12.43	Engages in the research process using appropriate print, electronic, and interview sources; cites sources according to a standard style sheet (MLA, APA, or other).	Writing/Usage/Grammar		
LA.9-12.44	Writes coherent, multiparagraph compositions.	Writing/Usage/Grammar		

Georgia Quality Core Curriculum

Language Arts: Grade 9-12

AP/Language/ Composition/ Literature

Course	Content Standard	Topic	Concept	Notes
.9-12.	1-25 Uses Core Skills listed at the beginning of the Language Arts 9 - 12 section of this QCC document	Core Skills		
LA.9-12.26	Recognizes analogies	Critical Thinking		
LA.9-12.27	Constructs logical sequences and understands the conclusions to which they lead	Critical Thinking		
LA.9-12.28	Recognizes that how to think is different from what to think; recognizes multiple valid interpretations; develops and defends individual interpretations	Critical Thinking		
LA.9-12.29	Reads independently and responds critically	Reading/Literature		
LA.9-12.30	Evaluates and synthesizes a variety of written materials	Reading/Literature		
LA.9-12.31	Reads critically, asks pertinent questions, recognizes assumptions and implications, and evaluates ideas within time constraints	Reading/Literature		
LA.9-12.32	Conceives and develops ideas about topics for the purpose of speaking to a group, chooses and organizes related ideas, presents them clearly in standard American English, and evaluates simular presentations by others	Speaking/Listening		
LA.9-12.33	Presents arguments in orderly and convincing ways	Speaking/Listening		
LA.9-12.34	Refines all areas of the writing process including prewriting, drafting, revising, editing, proofreading, and publishing	Writing/Usage/Grammar		
LA.9-12.35	Uses a variety of writing modes, including description, narration, exposition, and persuasion with emphasis on expository writing	Writing/Usage/Grammar		
LA.9-12.36	Refines the research process. Cites sources according to a standard style sheet (MLA, APA, or others)	Writing/Usage/Grammar		

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept
LA.9-12.37	Is precise in punctuation, capitalization, spelling, and other elements of manuscript form	Writing/Usage/Grammar	
LA.9-12.38	Synthesizes an idea from a text or an abstract concept and writes a response under time constraints	Writing/Usage/Grammar	

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Georgia Quality Core Curriculum

Language Arts: Grade 9-12

Applied Communication Lab I and II

Grade	Content Standard	Topic	Concept	Notes
9-12	1-25. Uses Core Skills listed at the beginning of the Language Arts 9-12 section of the QCC document	Core Skills		
LA.9-12.26	Presents arguments in orderly and convincing ways	Speaking/Listening		
LA.9-12.27	Communicates ideas clearly in writing	Writing/Usage/Grammar		
LA.9-12.28	Tests the validity of an assertion by examining the evidence	Critical Thinking		
LA.9-12.29	Participates in scenarios requiring application of technical/business/vocational problem-solving and communication skills	Critical Thinking		
LA.9-12.30	Recognizes different purposes and methods of writing; identifies a writer's point of view and tone	Reading/Literature		
LA.9-12.31	Comprehends and responds to a variety of written materials, including poems, short stories, novels, and business/technical items	Reading/Literature		
LA.9-12.32	Experiments with a variety of computer resources as a part of the study of technical and business applications; creates multimedia presentations	Reading/Literature		
LA.9-12.33	Judges technical literature on the basis of technical clarity	Reading/Literature		
LA.9-12.34	Engages in discussion by speaking and listening; critically and constructively interprets, analyzes, and summarizes ideas	Speaking/Listening		
LA.9-12.35	Generates and develops ideas about a topic for the purpose of speaking to a group; chooses and organizes related ideas; presents them clearly in standard American English; and evaluates similar presentations by others	Speaking/Listening		
LA.9-12.36	Evaluates the messages and effects of mass media	Speaking/Listening		

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Georgia Quality Core Curriculum

Course	Course Standard	Topic	Concept	Notes
LA.9-12.37	Recognizes that language is a powerful tool for thinking and learning.	Writing/Usage/Grammar		
LA.9-12.38	Writes for a variety of purposes including, but not limited to, technical (reports, memos, requests, business letters, orders, requests), academic (compositions, essays, analyses), and personal (journals, diaries).	Writing/Usage/Grammar		
LA.9-12.39	Adapts writing style to various audiences, particularly those in the workplace.	Writing/Usage/Grammar		
LA.9-12.40	Uses specific techniques of business and technical writing to appeal to and persuade others.	Writing/Usage/Grammar		
LA.9-12.41	Is precise in punctuation, capitalization, spelling, and other elements of manuscript form.	Writing/Usage/Grammar		
LA.9-12.42	Improves personal writing by restructuring, correcting errors, and rewriting.	Writing/Usage/Grammar		
LA.9-12.43	Uses the tools and resources of writers (e.g., dictionaries, thesauri, style manuals, and usage handbooks).	Writing/Usage/Grammar		
LA.9-12.44	Recognizes the developmental stages of writing: fluency, control, proficiency.	Writing/Usage/Grammar		

Language Arts: Grade 9-12

Basic Reading Writing I-IV

Course	Content Standard	Topic	Concept	Notes
.9-12.	1-25. Uses Core Skills listed at the beginning of the Language Arts 9 - 12 section of this QCC document	Core Skills		

Georgia Quality Core Curriculum

Language Arts: Grade 9-12

Communication Skills

Course	Content Standard	Topic	Concept	Notes
.9-12.	1-25 Uses Core Skills listed at the beginning of the Language Arts 9 - 12 section of this QCC document.	Core Skills		
LA.9-12.26	Uses the features of print materials appropriately (e.g., table of contents, preface, introduction, titles and subtitles, glossary, appendix, and bibliography).	Reading/Literature		
LA.9-12.27	Reads and responds to mythology.	Reading/Literature		
LA.9-12.28	Is familiar with the structural elements of literature (e.g., plot, characterization, mood, tone, and point of view).	Reading/Literature		
LA.9-12.29	Uses appropriate criteria to evaluate the messages and effects of mass media.	Speaking/Listening		
LA.9-12.30	Presents arguments in orderly and convincing ways.	Speaking/Listening		
LA.9-12.31	Adapts writing style to various audiences.	Writing/Usage/Grammar		
LA.9-12.32	Uses the tools and resources of writers (e.g., dictionaries, thesauri, style manuals, and usage handbooks).	Writing/Usage/Grammar		
LA.9-12.33	Organizes, selects, and relates ideas. Develops them into coherent, multiparagraph compositions.	Writing/Usage/Grammar		

Georgia Quality Core Curriculum

Language Arts: Grade 9-12

Comparative Literature and Composition

Course	Content Standard	Topic	Concept	Notes
.9-12.	1-25. Uses Core Skills listed at the beginning of the Language Arts 9 - 12 section of this QCC document	Core Skills		
LA.9-12.26	Recognizes multiple, valid interpretations of a single work	Critical Thinking		
LA.9-12.27	Evaluates and synthesizes a variety of written materials	Reading/Literature		
LA.9-12.28	Reads, discusses, and analyzes literature representing diversity (e.g., gender, nationality, ethnicity)	Reading/Literature		
LA.9-12.29	Recognizes literary allusions.	Reading/Literature		
LA.9-12.30	Critically compares works of literature	Reading/Literature		
LA.9-12.31	Recognizes relationships among form, style, structure, and content	Reading/Literature		

Georgia Quality Core Curriculum

Language Arts: Grade 9-12

Contemporary Literature and Composition

Course	Content Standard	Topic	Concept	Notes
.9-12.	1-25 Uses Core Skills listed at the beginning of the Language Arts 9 - 12 section of this QCC document	Core Skills		
LA.9-12.26	Tests the validity of an assertion by examining the evidence	Critical Thinking		
LA.9-12.27	Constructs logical sequences and understands the conclusions to which they lead	Critical Thinking		
LA.9-12.28	Recognizes different purposes and methods of writing, identifies a writer's point of view, tone, and other techniques	Reading/Literature		
LA.9-12.29	Comprehends a variety of written materials	Reading/Literature		
LA.9-12.30	Reads, discusses, and analyzes contemporary literature representing diverse backgrounds and traditions	Reading/Literature		
LA.9-12.31	Recognizes allusions to mythology in literature	Reading/Literature		
LA.9-12.32	Develops effective ways of telling and writing about literature using appropriate literary terms	Reading/Literature		
LA.9-12.33	Judges literature critically on the basis of personal response and literary analysis	Reading/Literature		
LA.9-12.34	Recognizes and applies various approaches to literary interpretation	Reading/Literature		
LA.9-12.35	Engages in discussion both as a speaker and a listener, interpreting, analyzing, and summarizing ideas	Speaking/Listening		
LA.9-12.36	Conceives and develops ideas about a topic for the purpose of speaking to a group, chooses and organizes ideas, presents them clearly in standard American English, and evaluates similar presentations by others	Speaking/Listening		

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
LA.9-12.37	Uses appropriate criteria to evaluate the messages and effects of mass media.	Speaking/Listening		
LA.9-12.38	Understands that English usage is shaped by social, cultural, and geographic differences.	Writing/Usage/Grammar		
LA.9-12.39	Recognizes how content (topic, purpose, and audience) influences the structure and use of language. Defines and uses in context assigned vocabulary.	Writing/Usage/Grammar		
LA.9-12.40	Adapts writing style to various audiences to appeal to and persuade others.	Writing/Usage/Grammar		
LA.9-12.41	Develops creative and imaginative expression in writing (fresh ideas, diction, style, and voice).	Writing/Usage/Grammar		
LA.9-12.42	Organizes, selects, and relates ideas. Develops them into coherent, multiparagraph compositions.	Writing/Usage/Grammar		

Georgia Quality Core Curriculum

Language Arts: Grade 9-12

English Literature and Composition

Course	Content Standard	Topic	Concept	Notes
.9-12.	1-25 Uses Core Skills listed at the beginning of the Language Arts 9 - 12 section of this QCC document	Core Skills		
LA.9-12.26	Creates solutions to problems using thinking techniques (metaphors, analogies, models, drawings, brainstorming, and role-playing)	Critical Thinking		
LA.9-12.27	Analyzes logical relationships in arguments; detects fallacies	Critical Thinking		
LA.9-12.28	Recognizes different purposes and methods of writing; identifies a writer's point of view, mood, and tone	Reading/Literature		
LA.9-12.29	Writes and speaks critically about literature	Reading/Literature		
LA.9-12.30	Applies knowledge of literary terms to works of literature	Reading/Literature		
LA.9-12.31	Develops an understanding of the effect of history on British literature (e.g., literary movements and periods)	Reading/Literature		
LA.9-12.32	Reads, discusses, and analyzes English literature representing various periods	Reading/Literature		
LA.9-12.33	Understands major cultural, religious, philosophical, and political influences of a given period or culture	Reading/Literature		
LA.9-12.34	Conceives and develops ideas about a topic for the purpose of speaking to a group, chooses and organizes related ideas, presents them clearly, and evaluates similar presentations by others	Speaking/Listening		
LA.9-12.35	Evaluates messages and effects of mass media (newspaper, television, radio, film, and periodicals)	Speaking/Listening		
LA.9-12.36	Presents arguments in orderly and convincing ways	Speaking/Listening		

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Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
LA.9-12.37	Writes, selects, and relates ideas, develops them into a coherent, multiparagraph compositions, and incorporates original insights.	Writing/Grammar/Logic		
LA.9-12.38	Learns about the development of the English language, including the influence of other languages, ancient and modern.	Writing/Usage/Grammar		
LA.9-12.39	Understands that English usage is shaped by social, cultural, and geographical differences.	Writing/Usage/Grammar		
LA.9-12.40	Shows mastery of grammatical systems and patterns of usage.	Writing/Usage/Grammar		
LA.9-12.41	Participates in a writing process that includes prewriting, drafting, revising, editing, proofreading, and publishing, with an emphasis on publishing.	Writing/Usage/Grammar		
LA.9-12.42	Writes in narrative, descriptive, persuasive, expository modes with emphasis on exposition.	Writing/Usage/Grammar		
LA.9-12.43	Engages in the research process using appropriate print, electronic, and interview sources; cites sources properly according to a standard style sheet (MLA, APA, or others).	Writing/Usage/Grammar		

Georgia Quality Core Curriculum

Language Arts: Grade 9-12

History of the English Language

Course	Content Standard	Topic	Concept	Notes
.9-12.	1-25 Uses Core Skills listed at the beginning of the Language Arts 9 - 12 section of this QCC document	Core Skills		
LA.9-12.26	Examines examples of literature representing periods of development of the English language	Reading/Literature		
LA.9-12.27	Learns how the English language has developed, changed, and survived.	Writing/Usage/Grammar		
LA.9-12.28	Learns that English is influenced by other languages, ancient and modern.	Writing/Usage/Grammar		
LA.9-12.29	Understands that the English language has been shaped by social, cultural, and geographical differences.	Writing/Usage/Grammar		
LA.9-12.30	Understands the changing influence that major writers of each linguistic period have had on the language.	Writing/Usage/Grammar		
LA.9-12.31	Understands the effects that the printing press and the dictionary have had on language change.	Writing/Usage/Grammar		
LA.9-12.32	Learns the meaning of dialect and how dialects have played a role in the language.	Writing/Usage/Grammar		
LA.9-12.33	Understands differences between British English and American English.	Writing/Usage/Grammar		
LA.9-12.34	Understands the grammatical changes that have taken place in English since the Old English period.	Writing/Usage/Grammar		
LA.9-12.35	Learns the language family groups of which English is a member.	Writing/Usage/Grammar		

Language Arts: Grade 9-12

Journalism I and II

Course	Content Standard	Topic	Concept	Notes
.9-12.	1-25 Uses Core Skills listed at the beginning of the Language Arts 9 - 12 section of this QCC document	Core Skills		
LA.9-12.26	Tests the validity of an assertion by examining the evidence	Critical Thinking		
LA.9-12.27	Constructs logical sequences and understands the conclusions to which they lead	Critical Thinking		
LA.9-12.28	Recognizes different purposes of journalistic writing	Reading		
LA.9-12.29	Recognizes how content, topic, purpose, and audience influence the structure and use of language	Writing/Usage/Grammar		
LA.9-12.30	Uses a variety of writing styles for various audiences (news stories, features, sports, and editorials)	Writing/Usage/Grammar		
LA.9-12.31	Develops creative expression	Writing/Usage/Grammar		
LA.9-12.32	Uses the tools and resources of writers such as dictionaries, thesauri, style manuals, and usage handbooks	Writing/Usage/Grammar		
LA.9-12.33	Analyzes an issue to determine timeliness and relevance to the medium	Writing/Usage/Grammar		
LA.9-12.34	Organizes, selects, and relates ideas and develops them into articles and stories	Writing/Usage/Grammar		

Language Arts: Grade 9-12

Literary Types/ Composition

Course	Content Standard	Topic	Concept	Notes
.9-12.	1-25 Uses Core Skills listed at the beginning of the Language Arts 9 - 12 section of this QCC document	Core Skills		
LA.9-12.26	Reads and responds to short stories, tales, poems, plays, essays, biographies, and novels	Reading/Literature		
LA.9-12.27	Is familiar with the structural elements of literature (e g , plot, characterization, and mood)	Reading/Literature		
LA.9-12.28	Conceives and develops ideas about a topic for the purpose of speaking to a group, chooses and organizes related ideas, presents them clearly in standard American English, and evaluates similar presentations by others	Speaking/Listening		
LA.9-12.29	Uses precise punctuation, capitalization, spelling, and other elements of manuscript form	Writing/Usage/Grammar		

Georgia Quality Core Curriculum

Language Arts: Grade 9-12

Literature and Composition 09

Course	Content Standard	Topic	Concept	Notes
.9-12.	1-25. Uses Core Skills listed at the beginning of the Language Arts 9 -12 section of this QCC document	Core Skills		
LA.9-12.26	Solves word analogy problems.	Critical Thinking		
LA.9-12.27	Uses the features of print materials appropriately (e.g., table of contents, preface, introduction, titles and subtitles, index, glossary, appendix, and bibliography).	Reading/Literature		
LA.9-12.28	Varies reading speed and methods according to the type of material and purpose of reading.	Reading/Literature		
LA.9-12.29	Identifies the structural elements of literature (e.g., plot, characterization, setting, mood, tone, and point of view).	Reading/Literature		
LA.9-12.30	Reads and responds to mythology.	Reading/Literature		
LA.9-12.31	Reads, discusses, and analyzes technical literature and general exposition.	Reading/Literature		
LA.9-12.32	Experiences a variety of print and nonprint resources (e.g., films, recordings, theater, and computer databases) as a part of the study of literature and technical/vocational writings.	Reading/Literature		
LA.9-12.33	Engages critically and constructively in discussions by speaking and listening.	Speaking/Listening		
LA.9-12.34	Follows multipart instructions and asks questions for clarification.	Speaking/Listening		
LA.9-12.35	Adapts words and statements to various situations and audiences.	Speaking/Listening		
LA.9-12.36	Conceives and develops ideas about a topic for the purpose of speaking to a group, chooses and organizes related ideas, presents them clearly in standard American English, and evaluates similar presentations by others.	Speaking/Listening		

Course	Content Standard	Topic	Concept	Notes
LA.9-12.37	Evaluates the messages and effects of mass media	Speaking/Listening		
LA.9-12.38	Identifies verbal and nonverbal components of interpersonal communications	Speaking/Listening		
LA.9-12.39	Writes well-developed paragraphs with clear, controlling ideas	Writing/Usage/Grammar		
LA.9-12.40	Writes in narrative, descriptive, persuasive, and expository modes of writing	Writing/Usage/Grammar		
LA.9-12.41	Uses precise punctuation, capitalization, spelling, and other elements of manuscript form	Writing/Usage/Grammar		
LA.9-12.42	Writes for a variety of purposes including, but not limited to, technical (process, explanation), business (letters of order, request, application, complaint), personal (journal, diaries, stories), social (friendly letters, thank-you notes, invitations), and academic (themes, reports, essays, analyses, critiques).	Writing/Usage/Grammar		

Georgia Quality Core Curriculum

Language Arts: Grade 9-12

Literature and Composition 10

Course	Content Standard	Topic	Concept	Notes
.9-12.	1-25 Uses Core Skills listed at the beginning of the Language Arts 9 -12 section of this QCC document	Core Skills		
LA.9-12.26	Invents solutions to problems using metaphors, analogies, brainstorming, models, and role-playing	Critical Thinking		
LA.9-12.27	Reads, discusses and analyzes world literature representing diversity (e.g., gender, nationality, and ethnicity)	Reading/Literature		
LA.9-12.28	Analyzes literature according to characterization, mood, tone, plot, and point of view.	Reading/Literature		
LA.9-12.29	Reads, discusses, and analyzes technical literature and general exposition	Reading/Literature		
LA.9-12.30	Reads and responds to mythology, especially Greek and Roman	Reading/Literature		
LA.9-12.31	Is familiar with the structural elements of literature (e.g., plot, characterization, and theme)	Reading/Literature		
LA.9-12.32	Judges literature critically on the basis of personal response, technical clarity, or literary quality	Reading/Literature		
LA.9-12.33	Experiences a variety of nonprint resources (films, recordings, theatre, computers, and databases) as a part of the study of literature and vocational/technical writing	Reading/Literature		
LA.9-12.34	Improves ability to use standard American English in prepared presentations (uses new vocabulary, syntax, grammar).	Speaking/Listening		
LA.9-12.35	Evaluates messages and effects of mass media (newspaper, television, radio, film, and periodicals).	Speaking/Listening		
LA.9-12.36	Presents arguments in orderly and convincing ways	Speaking/Listening		

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
LA.9-12.37	Adapts words and strategies to various situations and audiences	Speaking/Listening		
LA.9-12.38	Engages in discussion as both speaker and listener, critically and constructively interpreting, analyzing, and summarizing ideas.	Speaking/Listening		
LA.9-12.39	Conceives and develops ideas about a topic for the purpose of speaking to a group, chooses and organizes related ideas; presents them clearly in standard American English, and evaluates similar presentations by others.	Speaking/Listening		
LA.9-12.40	Uses appropriate criteria to evaluate the messages and effects of mass media	Speaking/Listening		
LA.9-12.41	Perceives and clarifies understanding of verbal and nonverbal components of interpersonal communication	Speaking/Listening		
LA.9-12.42	Shows progress in mastering grammatical systems and patterns of usage	Writing/Usage/Grammar		
LA.9-12.43	Participates in a writing process that includes prewriting, drafting, revising, editing, proofreading, and publishing with emphasis on revision	Writing/Usage/Grammar		
LA.9-12.44	Writes in narrative, descriptive, persuasive, and expository modes with emphasis on persuasive writing	Writing/Usage/Grammar		
LA.9-12.45	Adapts writing style to various audiences	Writing/Usage/Grammar		
LA.9-12.46	Engages in the research process using appropriate print, electronic, and interview sources	Writing/Usage/Grammar		
LA.9-12.47	Attributes information and quotations to their sources	Writing/Usage/Grammar		
LA.9-12.48	Uses a variety of sentence patterns that emphasize subordination and coordination	Writing/Usage/Grammar		
LA.9-12.49	Understands that English usage is shaped by social, cultural, and geographic differences	Writing/Usage/Grammar		
LA.9-12.50	Writes for a variety of purposes including, but not limited to, technical (reports, memos, charts), business (letters of complaint, orders, requests), academic (composition, essays, analyses), and personal (journals, stories, poetry)	Writing/Usage/Grammar		

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
LA.9-12.51	Gathers information from print and nonprint sources; writes orders, descriptions and reports using research, quotes, paraphrases and summarizes accurately, and cites sources properly	Writing/Usage/Grammar		
LA.9-12.52	Uses the tools and resources of writers (e.g., specialized and general dictionaries, specialization manuals, thesauri, style manuals, and usage handbooks)	Writing/Usage/Grammar		
LA.9-12.53	Organizes, selects and relates ideas. Develops them into coherent, multiparagraph compositions	Writing/Usage/Grammar		

Georgia Quality Core Curriculum

Language Arts: Grade 9-12

Multicultural Literature and Composition

Course	Content Standard	Topic	Concept	Notes
.9-12.	1-25 Uses Core Skills listed at the beginning of the Language Arts 9 - 12 section of this QCC document	Core Skills		
LA.9-12.26	Solves problems using metaphors, analogies, brainstorming, models, and role-playing	Critical Thinking		
LA.9-12.27	Tests the validity of an assertion by examining the evidence	Critical Thinking		
LA.9-12.28	Uses reading about other cultures as a means to acquire knowledge	Reading/Literature		
LA.9-12.29	Reads, comprehends, discusses, and analyzes a variety of literature representative of diverse ethnic cultures and traditions	Reading/Literature		
LA.9-12.30	Develops effective ways of telling and writing about multicultural literature, using appropriate literary terms	Reading/Literature		
LA.9-12.31	Recognizes cultural allusions in literature	Reading/Literature		
LA.9-12.32	Adapts language to various situations and cultures of audience	Speaking/Listening		
LA.9-12.33	Develops ideas about diverse cultural issues, themes, and characters for the purpose of speaking to a group, chooses and organizes related ideas, presents them clearly in standard American English, and evaluates similar presentations by others	Speaking/Listening		
LA.9-12.34	Uses appropriate criteria to evaluate the messages and effects of mass media, famous speeches, etc	Speaking/Listening		
LA.9-12.35	Understands that words and expressions change in meaning according to cultures, historical periods, and etymologies	Writing/Usage/Grammar		
LA.9-12.36	Understands that English is shaped by social, cultural, and geographic differences	Writing/Usage/Grammar		

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
LA.9-12.37	Learns how languages of other cultures have developed, changed, and survived.	Writing/Usage/Grammar		
LA.9-12.38	Learns how the English language has been influenced by languages of other cultures, ancient and modern	Writing/Usage/Grammar		
LA.9-12.39	Recognizes how content influences the structure and use of language	Writing/Usage/Grammar		
LA.9-12.40	Adapts writing style to appeal to and persuade audiences of other cultures	Writing/Usage/Grammar		
LA.9-12.41	Develops creative and imaginative expression in writing (freshness, diction, and voice).	Writing/Usage/Grammar		
LA.9-12.42	Organizes, selects, and relates ideas and develops them into coherent, multiparagraph compositions	Writing/Usage/Grammar		
LA.9-12.43	Recognizes sentence syntax of various ethnic cultures	Writing/Usage/Grammar		
LA.9-12.44	Writes to inform an audience of a culture's contributions	Writing/Usage/Grammar		
LA.9-12.45	Recognizes different purposes and methods of writing and identifies a writer's point of view, tone, and other techniques	Writing/Usage/Grammar		
LA.9-12.46	Understands that dialect conveys the tone of the narration	Speaking/Listening		
LA.9-12.47	Judges multicultural literature on the basis of personal response and literary analysis	Reading/Literature		

Language Arts: Grade 9-12

Mythology

Course	Content Standard	Topic	Concept	Notes
.9-12.	1-25. Uses Core Skills listed at the beginning of the Language Arts 9 - 12 section of this QCC document	Core Skills		
LA.9-12.26	Reads, discusses, and analyzes mythologies representing diverse backgrounds and traditions	Reading/Literature		
LA.9-12.27	Recognizes allusions to mythology	Reading/Literature		
LA.9-12.28	Develops effective ways of telling and writing about mythologies using appropriate literary terms	Reading/Literature		
LA.9-12.29	Understands the influence of Greek, Roman, and Norse word origins on the English language	Speaking/Listening		

Georgia Quality Core Curriculum

Language Arts: Grade 9-12

Oral/Written Communication Speech

Course	Content Standard	Topic	Concept	Notes
.9-12.	1-25 Uses Core Skills listed at the beginning of the Language Arts 9-12 section of this QCC document	Core Skills		
LA.9-12.26	Comprehends, develops, and uses concepts and generalizations to affect an audience	Critical Thinking		
LA.9-12.27	Reads, discusses, and analyzes speeches and other types of literature that lend themselves to oral interpretation	Reading/Literature		
LA.9-12.28	Uses voice effectively (volume, rate, clarity, and inflection)	Speaking/Listening		
LA.9-12.29	Uses nonverbal signs appropriately (gestures, eye contact, facial expression, and posture)	Speaking/Listening		
LA.9-12.30	Performs social rituals (introductions, greetings, and conversation)	Speaking/Listening		
LA.9-12.31	Evaluates the messages and effects of mass communication	Speaking/Listening		
LA.9-12.32	Analyzes an issue to determine the topic, subtopics, amount, and timeliness of information for a given speech	Writing/Usage/Grammar		

Georgia Quality Core Curriculum

Language Arts: Grade 9-12

Reading Enrichment

Course	Content Standard	Topic	Concept	Notes
.9-12.	1-25. Uses Core Skills listed at the beginning of the Language Arts 9 - 12 section of this QCC document.	Core Skills		
LA.9-12.26	Recognizes that language is a powerful tool for thinking and learning.	Reading Literature		
LA.9-12.27	Comprehends, compares, and responds to a variety of written materials.	Reading Literature		
LA.9-12.28	Uses a variety of databases.	Reading Literature		
LA.9-12.29	Varies reading rate.	Reading Literature		
LA.9-12.30	Interprets and assesses various kinds of communications.	Speaking/Listening		
LA.9-12.31	Evaluates the messages and the effects of mass media.	Speaking/Listening		

Georgia Quality Core Curriculum

Language Arts: Grade 9-12

World Literature and Composition

Course	Content Standard	Topic	Concept	Notes
.9-12.	1-25 Uses Core Skills listed at the beginning of the Language Arts 9 - 12 section of this QCC document	Core Skills		
LA.9-12.26	Understands that English is shaped by social, cultural, and geographic differences	Writing/Usage/Grammar		
LA.9-12.27	Learns how the English language has developed, changed, and survived	Writing/Usage/Grammar		
LA.9-12.28	Learns that English is influenced by other languages, ancient and modern	Writing/Usage/Grammar		
LA.9-12.29	Recognizes how content (topic, purpose, and audience) influences the structure and use of language; defines and uses in context vocabulary assigned by the teacher	Writing/Usage/Grammar		
LA.9-12.30	Adapts writing style to appeal and persuade various audiences	Writing/Usage/Grammar		
LA.9-12.31	Develops creative and imaginative expression in writing (fresh ideas, diction, style, and voice)	Writing/Usage/Grammar		
LA.9-12.32	Organizes, selects, and relates ideas and develops them into coherent, multiparagraph compositions	Writing/Usage/Grammar		
LA.9-12.33	Invents solutions to problems using metaphors, analogies, brainstorming, models, and role-playing	Critical Thinking		
LA.9-12.34	Recognizes different purposes and methods of writing; identifies a writer's point of view, tone, and other techniques	Reading/Language		
LA.9-12.35	Varies reading speed and methods according to the type of material and purpose of reading	Reading/Language		
LA.9-12.36	Reads, discusses, and analyzes world literature representing diverse backgrounds and traditions	Reading/Language		

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
LA.9-12.37	Recognizes allusions to mythology in literature	Reading/Language		
LA.9-12.38	Develops effective ways of telling and writing about literature, using appropriate literary terms	Reading/Language		
LA.9-12.39	Judges literature critically on the basis of personal response and literary analysis	Reading/Language		
LA.9-12.40	Recognizes and applies various approaches to literary interpretation	Reading/Language		

Language Arts: Grade 9-12

Writer's Workshop

Course	Content Standard	Topic	Concept	Notes
.9-12.	1-25. Uses Core Skills listed at the beginning of the Language Arts 9 - 12 section of this QCC document	Core Skills		
LA.9-12.26	Adapts writing style to various audiences	Writing/Usage/Grammar		
LA.9-12.27	Develops imaginative expression in writing (fresh ideas, diction, and voice)	Writing/Usage/Grammar		
LA.9-12.28	Uses techniques appropriate to different stages of the writing process to achieve fluency, control, and proficiency	Writing/Usage/Grammar		

Georgia's Quality Core Curriculum

Mathematics Grades 9-12

Introduction to Mathematics
Quality Core Curriculum
9-12

The Mathematics Quality Core Curriculum (QCC) presents a vision of mathematics that is designed to meet the diverse needs of students in every Georgia school system. The QCC represents high academic standards across a broad spectrum of mathematical topics. It establishes the basis for a challenging program of study that will increase student achievement in mathematics. The QCC content standards may be expanded and enhanced at the discretion of local school systems, but may not be deleted or replaced.

The vision of the Mathematics QCC is that Georgia's students will be avid *mathematical problem solvers*, will *communicate mathematically* (listen, speak, read, write, and reflect), will *reason mathematically* using basic and higher-order thinking skills concurrently, and will *make connections* within mathematics and with other disciplines. The common strands - Problem Solving, Computation & Estimation, Number & Number Relationships, Number Systems & Number Theory, Geometry, Measurement, Statistics, Probability, Patterns & Functions, and Algebra - are integrated throughout the curriculum to provide cohesion, continuity and a smooth transition throughout the K-12 curriculum.

The Mathematics 9-12 QCC provides a framework for designing a course of study that can be tailored to meet the diverse needs of student populations in Georgia. It offers latitude, selection, and direction. The QCC is designed as a basis for a challenging curriculum inclusive of, but not limited to, the content standards included within this document. The Mathematics 9-12 QCC is arranged by courses, alphabetically. Each course has its own introduction.

Several significant changes appear in the revised Mathematics 9-12 QCC. Three Advanced Placement mathematics courses have been added to the QCC: AP Calculus AB, AP Calculus BC, and AP Statistics.. Because the content standards for these courses are specified by The College Board, and may change as The College Board decides, only one content standard stating this for each course is included in the QCC. The applied mathematics courses have been renamed: Applied Mathematics I has become Applied Problem Solving, and Applied Mathematics II has become Applied Algebra. The applied mathematics curriculum has been realigned since a new course, Applied Geometry, has been added to the QCC. Teachers of these courses must be certified in 7-12 mathematics and must have successfully completed training offered for these courses. The number of General Mathematics courses in the list of approved courses in the Georgia High School Graduation Requirements Policy should be reduced from four to two courses, eliminating the courses General Mathematics I and General Mathematics IV. The two remaining courses have been renamed: General

Mathematics II has become Mathematics I, and General Mathematics III has become Mathematics II. The courses Fundamentals of Algebra, Quantitative Literacy, Statistics, Computer Mathematics, and Senior Mathematics still need to be revised.

Incorporating technology into instruction is imperative in order to empower Georgia students to keep pace with the information age and to be competitive in the job market; it will enhance and provide flexibility in the learning process. Scientific calculators, graphing calculators, and computers are essential tools for learning mathematics at all grade levels. Students should be able to solve practical problems, investigate patterns, explore strategies, and focus on the process of solving problems rather than on tedious computation unrelated to applications.

Communication is a vital link in the QCC. Thinking, speaking, writing, and applying mathematics are invaluable assets. Teaching students these skills can be facilitated through questioning, discussions, reports, projects, journals, oral presentations, experiments, summarizing collected data, and hypothesizing. Collectively, these experiences help students make transitions between informal, intuitive ideas to more abstract and symbolic mathematics language. Reading, writing, and discussing mathematics promote clarity of thought and facilitate deeper understanding of concepts and ideas. Students will improve and gain confidence in their own abilities to explain, defend, and make conjectures.

The Mathematics QCC Revision Team has carefully considered curriculum standards proposed by national and state initiatives, as well as revision evaluation suggestions made by thousands of Georgians, and has incorporated this information into the QCC. This process served as an invaluable resource in guiding efforts to provide a quality and competitive education for Georgia's children.

Introductions for Courses in Mathematics
Quality Core Curriculum
9-12

Advanced Algebra & Trigonometry

As the course that follows Algebra II and precedes Calculus, Advanced Algebra & Trigonometry is actually a carefully synchronized combination of advanced algebra, trigonometry, elementary analysis, and analytical geometry. Its purpose is to provide a strong foundation for higher mathematics, such as calculus and discrete mathematics, whether taken in high school or college. Particular emphasis is placed here on trigonometry, conic sections, sequences and series, the field of complex numbers, and vectors and matrices.

Because of the complexity of its topics and time limits, appropriate use of tools such as calculators and computers must be made to effectively and efficiently provide for mathematics learning and its applications in solving problems. When extending topics, such as functions, which were taught in Algebra II, great care must be taken to review but not to reteach.

Georgia Quality Core Curriculum

Mathematics: Grade 9-12

Advanced Algebra and Trigonometry

Course	Content Standard	Topic	Concept	Notes
M.9-12.1	Solves nonroutine problems (including selecting appropriate approaches and tools, estimating, and judging reasonableness of results) throughout this course.	Problem Solving, Reasoning, Estimation		
M.9-12.2	Solves problems that relate concepts to practical applications and to other concepts, using tools such as scientific and graphing calculators and computers.	Problem Solving, Reasoning, Estimation		
M.9-12.3	Uses concepts such as domain, range, rule, symmetry, asymptotes and periodicity to graph relations and functions.	Functions		
M.9-12.4	Identifies applications of relations and functions.	Functions		
M.9-12.5	Finds the composite of two functions and identifies its domain and range.	Functions		
M.9-12.6	Finds the inverse of a function, determines its domain and range, and states whether it is a function.	Functions		
M.9-12.7	Defines and applies the following functions: identity, constant, absolute value, step, greatest integer, polynomial (including linear and quadratic rational), square root, and piecewise.	Functions		
M.9-12.8	Solves polynomial equations over the field of complex numbers using the following theorems: Remainder, Factor, Rational Root, Fundamental Theorem of Algebra, and Descartes' Rule of Signs.	Functions		
M.9-12.9	Graphs polynomial, rational and algebraic functions, using appropriate techniques and tools, such as scientific and graphing calculators or computers.	Functions		
M.9-12.10	Defines, graphs and shows the inverse relationship between logarithmic and exponential functions, using appropriate tools such as scientific or graphing calculators or computers.	Exponential and Logarithmic Functions		
M.9-12.11	Solves logarithmic and exponential equations and problems, using scientific and graphing calculators.	Exponential and Logarithmic Functions		
M.9-12.12	Solves problems involving application of exponential and logarithmic functions, using appropriate techniques and tools.	Exponential and Logarithmic Functions		

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Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
M.9-12.13	Measures angles and converts measures of angles between radians and degrees.	Trigonometry		
M.9-12.14	Sketches an angle in standard position and determines the reference and coterminal angle.	Trigonometry		
M.9-12.15	Defines the six trigonometric functions as both circular functions and as ratios of sides of right triangles, and shows relationships between these functions.	Trigonometry		
M.9-12.16	Evaluates and graphs trigonometric functions using properties such as period, phase shift and amplitude, and using tools such as scientific and graphing calculators, computers, and paper and pencil.	Trigonometry		
M.9-12.17	Uses the following elementary trigonometric functions (reciprocal, quotient, co-function, Pythagorean) to simplify expressions and solve equations.	Trigonometry		
M.9-12.18	Uses the following trigonometric identities (sum and difference, reduction, double angle, half-angle) to simplify expressions and solve equations.	Trigonometry		
M.9-12.19	Uses Laws of Sines and Cosines and right triangle ratios to solve triangle problems.	Trigonometry		
M.9-12.20	Uses several formulas such as the Sine Formula or Heron's formula to find the area of a triangle.	Trigonometry		
M.9-12.21	Evaluates and graphs inverse trigonometric functions and solves equations involving these functions.	Trigonometry		
M.9-12.22	Applies trigonometry to problem situations, using appropriate tools such as scientific and graphing calculators, and computers.	Trigonometry		
M.9-12.23	Defines and applies the basic operations and properties of complex numbers.	Complex Numbers		
M.9-12.24	Uses appropriate theorems and definitions to find powers, roots, and absolute values of complex numbers.	Complex Numbers		
M.9-12.25	Graphs and expresses complex numbers in both rectangular and polar forms and describes the relationship between complex numbers and vectors.	Complex Numbers		
M.9-12.26	Identifies and graphs vectors in a plane: as directed distances, ordered pairs of numbers, and polar forms.	Vectors		
M.9-12.27	Finds sums, differences, multiples and absolute values of vectors.	Vectors		
M.9-12.28	Finds the dot product of two vectors and determines whether vectors are parallel or perpendicular.	Vectors		

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Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
M.9-12.29	Applies vectors to solving simple problems such as velocity and force problems.	Vectors		
M.9-12.30	Evaluates the results of matrix operations (such as addition, multiplication and scalar operations) when defined.	Matrices		
M.9-12.31	Evaluates the determinants of 2 x 2 and 3 x 3 matrices using appropriate methods.	Matrices		
M.9-12.32	Finds the inverse of a square matrix, if it exists, for 2 x 2 and 3 x 3 matrices.	Matrices		
M.9-12.33	Solves systems of equations with two and three unknowns using a variety of methods, including technology.	Matrices		
M.9-12.34	Identifies uses and applications of matrices in practical situations, such as use of arrays to organize data in computer programming, or transformations.	Matrices		
M.9-12.35	Uses formulas from coordinate geometry, such as distance, midpoint, line, or circle, to prove familiar geometric theorems.	Analytical Geometry		
M.9-12.36	Identifies each conic section, including the degenerates, as the intersection of a conical surface and a plane.	Analytical Geometry: Conic Sections		
M.9-12.37	Recognizes, writes, and graphs equations of conic sections, using properties such as symmetry, intercepts, asymptotes, and eccentricity when appropriate.	Analytical Geometry: Conic Sections		
M.9-12.38	Identifies and sketches the graphs for the parabola, circle, ellipse and hyperbola, with and without center at the origin.	Analytical Geometry: Conic Sections		
M.9-12.39	Solves systems of equations involving conics and other types of equations.	Analytical Geometry: Conic Sections		
M.9-12.40	Recognizes applications of conic sections in practical situations, and uses this information to solve problems, using scientific and graphing calculators, and computers.	Analytical Geometry: Conic Sections		
M.9-12.41	Uses appropriate sigma notation to represent series; defines and discriminates between arithmetic and geometric series.	Sequences and Series		
M.9-12.42	Evaluates terms of sequences, describes sequences in terms of recurrence formulas and finds sums of the first n terms of arithmetic and geometric series.	Sequences and Series		
M.9-12.43	Evaluates the limit of an infinite series, defines converging and diverging series, and finds the sum of an infinite series if it exists.	Sequences and Series		
M.9-12.44	Uses the arithmetic, geometric and harmonic means.	Sequences and Series		

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
M.9-12.45	Uses the Binomial Theorem to expand and simplify binomial expressions.	Sequences and Series		
M.9-12.46	Uses mathematical induction to prove statements.	Sequences and Series		
M.9-12.47	Defines probability in terms of sample spaces, outcomes, and events.	Probability and Statistics		
M.9-12.48	Determines probability of independent, dependent, and conditional events.	Probability and Statistics		
M.9-12.49	Discriminates between and determines the number of combinations and permutations of n things taken r at a time.	Probability and Statistics		
M.9-12.50	Organizes, displays, and interprets data in tables, charts, and graphs.	Probability and Statistics		
M.9-12.51	Analyzes data by using correctly the mean, median, mode, variance, and standard deviation, and identifies common misuses of statistics.	Probability and Statistics		
M.9-12.52	Identifies common statistical distributions such as the normal distribution.	Probability and Statistics		
M.9-12.53	Analyzes data and predicts results by fitting a curve to the data.	Probability and Statistics		

Introductions for Courses in Mathematics
Quality Core Curriculum
9-12

Algebra I

As a gateway course, Algebra I provides students with the tools to deal with quantitative aspects of their environment. Algebra is considered the beginning course in the high school college preparatory sequence for mathematics for most students. Throughout this course, algebraic concepts and skills must be applied to solving problems. Problem solving must involve selecting appropriate approaches and tools such as calculators and computers, estimating and judging the reasonableness of results, and relating concepts to each other and to appropriate applications.

The fundamental idea of algebra, variable, is explored in theory and application. Generalizations of number lead to successively inclusive number systems, which themselves possess fundamental properties. Algebra and geometry merge in the visual expression of algebraic concepts in graphing. The conceptual base for dealing with polynomials and other rational expressions, and with radical expressions, is carefully developed. Linear equations and inequalities are studied extensively. Algebra I culminates with the study of radical expressions, and their applications to the solution of quadratic equations using the quadratic formula and to problems involving the Pythagorean Theorem.

If Algebra I is taught in the middle school, appropriate evaluation of prospective students must be conducted to ensure that these students are ready for and likely to be successful in Algebra I. The purpose of such acceleration is to allow capable students to experience more mathematics in high school. The same content standards must be used to guide this course no matter in which grade students take Algebra I. This does not preclude providing students in middle grades mathematics the opportunity to explore algebraic topics.

Georgia Quality Core Curriculum

Mathematics: Grade 9-12

Algebra I

Course	Content Standard	Topic	Concept	Notes
M.9-12.1	Solves problems that involve selecting appropriate approaches and tools, estimating, and judging the reasonableness of results throughout elementary algebra.	Problem Solving, Reasoning		
M.9-12.2	Solves problems that relate concepts to other concepts and to practical applications, using tools such as scientific or graphing calculators and computers to express results in various forms, including scientific notation.	Problem Solving, Reasoning		
M.9-12.3	Reviews the following algebraic topics: - Simplifies numerical expressions. - Evaluates simple algebraic expressions and formulas. - Translates words into algebraic expressions and equations. - Represents problem situations by algebraic expressions and equations. - Identifies subsets of the real numbers, such as whole numbers, integers, rational, and irrational numbers. - Graphs real numbers on a number line. - Adds, subtracts, multiplies, and divides integers and other rational numbers, and finds their absolute value.	Language of Algebra: Numbers and Variables		
M.9-12.4	Identifies and applies properties of the real number system, including simplifying numerical and algebraic expressions, and determining equivalent expressions.	Real Number System		
M.9-12.5	Solves linear equations by using a variety of methods.	Solving Equations		
M.9-12.6	Solves problems involving linear equations.	Solving Equations		
M.9-12.7	Identifies polynomial expressions.	Polynomials		
M.9-12.8	Adds and subtracts polynomials.	Polynomials		
M.9-12.9	Uses laws of exponents necessary to perform polynomial operations.	Polynomials		
M.9-12.10	Multiplies polynomials (two monomials, a monomial and a polynomial, two binomials, two polynomials).	Polynomials		
M.9-12.11	Finds powers and quotients of monomials.	Polynomials		
M.9-12.12	Factors composite whole numbers.	Factorization		

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
M.9-12.13	Finds monomial factors of polynomials and divides a polynomial by a monomial.	Factorization		
M.9-12.14	Factors simple quadratic expressions such as trinomials, perfect square trinomials, difference of two squares, and polynomials with common factors, by looking at patterns.	Factorization		
M.9-12.15	Graphs points (ordered pairs of numbers) in the coordinate plane and identifies the coordinates of given points in the plane.	Linear Equations in Two Variables		
M.9-12.16	Identifies the slope and intercepts of a linear equation.	Linear Equations in Two Variables		
M.9-12.17	Sketches the graph of a linear equation in two variables given appropriate information, such as (but not limited to) slope, x-intercept, y-intercept, and two points.	Linear Equations in Two Variables		
M.9-12.18	Graphs linear equations in two variables and identifies graphs of lines, including special cases such as vertical, horizontal, parallel and perpendicular lines.	Linear Equations in Two Variables		
M.9-12.19	Writes the equation of a line given appropriate information such as slope, intercept, and so forth.	Linear Equations in Two Variables		
M.9-12.20	Solves a system of two linear equations in two variables by a variety of methods including graphing.	Linear Equations in Two Variables		
M.9-12.21	Solves problems using systems of such equations.	Linear Equations in Two Variables		
M.9-12.22	Solves linear inequalities in one variable and graphs the solution set on the number line.	Linear Inequalities		
M.9-12.23	Graphs linear inequalities in two variables.	Linear Inequalities		
M.9-12.24	Solves problems involving such inequalities.	Linear Inequalities		
M.9-12.25	Recognizes and simplifies simple algebraic fractions.	Rational Expressions: Algebraic Fractions		
M.9-12.26	Multiplies, divides, adds and subtracts simple algebraic fractions of form $(ax+b)/(cx+d)$.	Rational Expressions: Algebraic Fractions		
M.9-12.27	Solves simple rational equations, including fractional equations and equations with fractional coefficients.	Rational Expressions: Algebraic Fractions		
M.9-12.28	Solves problems involving ratios, proportions and percents.	Rational Expressions: Algebraic Fractions		

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
M.9-12.29	Expresses rational numbers as decimals or fractions, and expresses terminating or repeating decimals as fractions	Rational and Irrational Numbers and Radical Expressions		
M.9-12.30	Finds the square roots of rational numbers and decimal approximations of irrational numbers, by simplifying radicals and by using a calculator.	Rational and Irrational Numbers and Radical Expressions		
M.9-12.31	Simplifies, multiplies, divides, adds and subtracts square root radicals	Rational and Irrational Numbers and Radical Expressions		
M.9-12.32	Applies the Pythagorean Theorem and its converse	Rational and Irrational Numbers and Radical Expressions		
M.9-12.33	Solves simple radical equations.	Rational and Irrational Numbers and Radical Expressions		
M.9-12.34	Solves problems involving simple radical equations.	Rational and Irrational Numbers and Radical Expressions		
M.9-12.35	Solves quadratic equations using a variety of methods including the quadratic formula, factoring, scientific or graphing calculator, or computer.	Rational and Irrational Numbers and Radical Expressions		
M.9-12.36	Summarizes data in various ways, including mean, median, mode, and range	Statistics		

Introductions for Courses in Mathematics
Quality Core Curriculum
9-12

Algebra II

Algebra I is the gateway to college preparatory mathematics; Algebra II is its watershed. Algebra I emphasizes variable; Algebra II emphasizes function. Appropriate uses of tools such as calculators and computers must be made throughout this course. Their use greatly facilitates visualization of concepts and application of topics as varied as function and statistics. The Algebra II curriculum is both extensive and comprehensive; time is a crucial commodity and must be spent judiciously. Great care must be taken to review and extend topics from Algebra I, not reteach. A diagnostic test can be used to target Algebra I standards that would require more emphasis and review.

Some topics such as conic sections are de-emphasized at this level and emphasized in Advanced Algebra & Trigonometry. Probability, statistics, and sequences and series are appropriate topics for Algebra II, although these topics are emphasized and extended in Advanced Algebra & Trigonometry. The College Board recommends probability Content Standards 44-46 and statistical Content Standards 47-49 for all college entrants.

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Mathematics: Grade 9-12

Algebra II

Course	Content Standard	Topic	Concept	Notes
M.9-12.1	Solves problems (including selecting appropriate approaches and tools, estimating, and judging the reasonableness of results) throughout intermediate algebra.	Problem Solving, Reasoning		
M.9-12.2	Solves problems that relate concepts to other concepts and to practical applications using tools such as scientific or graphing calculators and computers.	Problem Solving, Reasoning		
M.9-12.3	Reviews the following algebraic topics: - Simplifies and evaluates algebraic expressions. - Identifies subsets of the real number system and graphs real numbers on a number line. - Identifies and lists the properties of the real number system in algebraic proofs.	Algebraic Expressions, Properties of Real Number System		
M.9-12.4	Reviews the following algebraic topics: - Applies the properties of the real number system to solving equations in one variable and to solving formulas for one variable. - Solves and graphs linear inequalities in one variable, including compound inequalities. - Solves problems by writing and solving linear equations and inequalities in one variable, including compund inequalities.	Linear Equations and Inequalities		
M.9-12.5	Solves and graphs absolute value equations and inequalities in one variable.	Linear Equations and Inequalities		
M.9-12.6	Reviews the following algebraic topics: - Graphs and identifies ordered pairs of numbers (points) in the coordinate plane. - Graphs and identifies linear equations in two variables (lines), including vertical and horizontal lines. - Identifies slope, intercepts, and points on the line for a given linear equation. - Writes equations for lines using various combinations of required information (such as slope, intercepts, points on the line.)	Relations, Functions, and Graphs		
M.9-12.7	Identifies, defines, and graphs relations, and states their domain and range.	Relations, Functions, and Graphs		
M.9-12.8	Identifies relations that are functions, defines functions, draws their graphs, and evaluates $f(x)$ for given values of x. (Includes the absolute value function and greatest integer function.)	Relations, Functions, and Graphs		
M.9-12.9	Determines the composition of two functions, such as $f(f(x))$, $g(f(x))$ and $f(g(x))$.	Relations, Functions, and Graphs		
M.9-12.10	Identifies inverse relations and determines if the inverse relation is a function.	Relations, Functions, and Graphs		

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
M.9-12.11	Determines the existence of and the number of solutions for a system of linear equations, states whether system is consistent (dependent or independent) or inconsistent	Systems of Linear Equations and Inequalities		
M.9-12.12	Solves systems of linear equations in two and three variables using a variety of methods, including graphing two equations in two variables.	Systems of Linear Equations and Inequalities		
M.9-12.13	Graphs systems of linear inequalities in two variables and determines their solution.	Systems of Linear Equations and Inequalities		
M.9-12.14	Solves problem using systems of linear equations, including selecting appropriate approaches and technology.	Systems of Linear Equations and Inequalities		
M.9-12.15	Solves linear programming and decision-making problems by solving linear inequalities.	Systems of Linear Equations and Inequalities		
M.9-12.16	Simplifies expressions containing integral exponents using the laws of exponents.	Rational Expressions		
M.9-12.17	Simplifies, multiplies, divides, adds and subtracts rational expressions, including dividing polynomials.	Rational Expressions		
M.9-12.18	Solves rational equations, including fractional equations and equations with fractional coefficients.	Rational Expressions		
M.9-12.19	Solves problems using rational equations, including proportions, rate, and variation (direct and inverse) problems.	Rational Expressions		
M.9-12.20	Identifies real nth roots of real numbers that are perfect nth powers.	Irrational and Complex Numbers		
M.9-12.21	Simplifies radical expressions and their products, quotients, sums and differences, including rationalizing denominators, by using properties of radicals.	Irrational and Complex Numbers		
M.9-12.22	Evaluates expressions with fractional exponents, and uses fractional exponents to simplify radical expressions.	Irrational and Complex Numbers		
M.9-12.23	Solves radical equations with one or two radical terms and solves problems involving such radical equations.	Irrational and Complex Numbers		
M.9-12.24	Defines a complex number and its additive inverse, conjugate, and absolute value.	Irrational and Complex Numbers		
M.9-12.25	Adds, subtracts, multiplies, and divides complex numbers.	Irrational and Complex Numbers		
M.9-12.26	Solves quadratic equations using factoring, completing the square, and the quadratic formula.	Quadratic Equations and Functions		

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Course	Content Standard	Topic	Concept	Notes
M.9-12.27	Analyzes the solutions (roots) of quadratic equations by using the discriminant and the relationship between roots and coefficients.	Quadratic Equations and Functions		
M.9-12.28	Graphs quadratic functions and determines their maximum or minimum values, the number of zeros, and whether the zeros are real or imaginary.	Quadratic Equations and Functions		
M.9-12.29	Solves problems using quadratics, such as problems involving motion and maximizations.	Quadratic Equations and Functions		
M.9-12.30	Finds quotients of polynomials using appropriate techniques and tools such as long and synthetic division and computers.	Polynomial Functions		
M.9-12.31	Solves polynomial equations by using the following theorems: Remainder, Factor, Rational Root, and the Fundamental Theorem of Algebra.	Polynomial Functions		
M.9-12.32	Estimates real roots of polynomial equations by using calculators and computers.	Polynomial Functions		
M.9-12.33	Applies the Pythagorean Theorem and the distance and midpoint formulas.	Analytical Geometry		
M.9-12.34	Recognizes and sketches the graphs of and the relationships among quadratic equations (parabola, circle, ellipse, and hyperbola).	Analytical Geometry		
M.9-12.35	Recognizes the graph of an inverse variation as a hyperbola and solves problems involving both direct and inverse variation.	Analytical Geometry		
M.9-12.36	Simplifies expressions involving irrational exponents.	Exponential and Logarithmic Functions		
M.9-12.37	Applies the definition and properties of logarithms to evaluate logarithms.	Exponential and Logarithmic Functions		
M.9-12.38	Recognizes the inverse relationship of logarithms and exponential functions, determines the inverse of an exponential function, and graphs each function.	Exponential and Logarithmic Functions		
M.9-12.39	Determines values of common and natural logarithms using a calculator.	Exponential and Logarithmic Functions		
M.9-12.40	Solves exponential and logarithmic equations by selecting and using appropriate methods and tools such as calculators, mental simplification, and estimation.	Exponential and Logarithmic Functions		
M.9-12.41	Solves problems, such as those involving growth, decay and compound interest, that use exponential and logarithmic equations, using appropriate tools such as calculators or computers.	Exponential and Logarithmic Functions		

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Course	Content Standard	Topic	Concept	Notes
M.9-12.42	Finds the probability of an event by determining the sample space of all possible outcomes and the number of successful outcomes.	Probability		
M.9-12.43	Finds the probability of mutually exclusive events occurring.	Probability		
M.9-12.44	Applies fundamental counting principles.	Probability		
M.9-12.45	Identifies and discriminates between permutations and combinations.	Probability		
M.9-12.46	Finds the number of permutations and number of combinations of n things taken r at a time.	Probability		
M.9-12.47	Gathers, organizes and interprets data, using appropriate representations such as tables and graphs.	Statistics		
M.9-12.48	Summarizes data in various ways, including determining mean, median, mode, range, and standard deviation.	Statistics		
M.9-12.49	Uses statistical reasoning techniques appropriately and recognizes common misuses of data in relation to the last two content standards.	Statistics		
M.9-12.50	Identifies arithmetic and geometric sequences, finds specified terms of such sequences, and determines the sequence given the first term and either the common difference or the common ratio.	Sequences and Series		
M.9-12.51	Finds the sums of the first n terms of an arithmetic or geometric series.	Sequences and Series		

Introductions for Courses in Mathematics
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Analysis

Analysis, when taught in Georgia schools, is either an advanced or honors version of Advanced Algebra & Trigonometry. Students completing Analysis should have studied all topics and content standards detailed in Advanced Algebra & Trigonometry, plus the following content standards.

Georgia Quality Core Curriculum

Mathematics: Grade 9-12

Analysis

Course	Content Standard	Topic	Concept	Notes
M.9-12.1	Solves nonroutine problems (including selecting appropriate approaches and tools, estimating, and judging reasonableness of results) throughout this course.	Problem Solving, Reasoning, Estimation		
M.9-12.2	Solves problems that relate concepts to practical applications and to other concepts, using tools such as calculators and computers.	Problem Solving, Reasoning, Estimation		
M.9-12.3	Determines the image, preimage, or inverse of a given mapping, and the composite of two mappings.	Relations and Functions		
M.9-12.4	Determines whether a mapping is a function and whether its inverse is a function.	Relations and Functions		
M.9-12.5	Describes geometric transformations in terms of functions.	Relations and Functions		
M.9-12.6	Discusses given functions in terms of symmetry, continuity, asymptotes, shape, rates of change, intercepts, maximum, minimum, boundedness, ultimate direction, exclusions from the domain, and intervals in which zeros occur.	Relations and Functions		
M.9-12.7	Identifies equivalence relations.	Relations and Functions		
M.9-12.8	Solves and graphs equations written in polar form.	Trigonometry		
M.9-12.9	Applies DeMoivre's Theorem.	Trigonometry		
M.9-12.10	Represents graphically, by coordinates or vectors, the locus of points determined by given conditions.	Analytical Geometry		
M.9-12.11	Identifies characteristics of subsets of complex numbers in relation to such properties as closure, order, density, and completeness.	Complex Numbers		
M.9-12.12	Determines the following, given a rule for an operation and a set on which the operation is defined: an operational table; identity and inverse elements; existence of closure; and properties such as commutative, associative, and distributive.	Complex Numbers		
M.9-12.13	Applies definitions to check for algebraic constructs such as group, field and finite geometries, given an operational table, set of numbers, or sets of points.	Complex Numbers		

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Course	Content Standard	Topic	Concept	Notes
M.9-12.14	Defines, uses notation of, and pictorially represents set theory concepts.	Set Theory and Logic		
M.9-12.15	Constructs direct and indirect proofs.	Set Theory and Logic		
M.9-12.16	Determines equivalence between sentences involving conjunctions, disjunctions, negations, and conditionals.	Set Theory and Logic		
M.9-12.17	Determines truth tables for sentences and uses Venn diagrams to illustrate the relationships represented by these truth tables.	Set Theory and Logic		
M.9-12.18	Represents sentences in symbolic form and uses the tools of truth tables and symbolic logic in assessing equivalence and validity.	Set Theory and Logic		

Introductions for Courses in Mathematics
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AP Calculus AB

AP Calculus AB is the first calculus course in the Advanced Placement (AP) Program developed by The College Board. It is a full academic year of work and is comparable to courses in colleges and universities. Students need to have a thorough knowledge of college preparatory mathematics, including algebra, axiomatic geometry, trigonometry and analytic geometry, including rectangular and polar coordinates, equations and graphs, lines and conics. Students taking this course should be adequately prepared to study elementary functions, limits and continuity, and differential and integral calculus. The use of the graphing calculator in AP Calculus is considered an integral part of the course. Students enrolled in this course are expected to take the Advanced Placement examination in Calculus AB in the spring of their year of study.

The content of this course is periodically revised by The College Board. Current content standards, obtainable from The College Board, should be used each year to teach this course. Contact The College Board, Suite 250, 2970 Clairmont Road, Atlanta, Georgia 30329-1639, phone 404-636-9465.

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AP Calculus AB

Course	Content Standard	Topic	Concept	Notes
M.9-12.1	The content of this course is periodically revised by the College Board. Current standards should be used each year to teach this course. Contact the College Board, Suite 250, 2970 Clairmont Road, Atlanta, GA 30329-1639, phone (404) 636-9465, for current information.	Introduction		

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AP Calculus BC

AP Calculus BC is another calculus course in the Advanced Placement (AP) Program developed by The College Board. The content of Calculus BC is designed to qualify students for placement and credit, upon taking the Advanced Placement Examination, one semester beyond that credited for Calculus AB. Calculus BC is considerably more extensive than Calculus AB. Students taking this course should be adequately prepared to study elementary functions, limits and continuity, differential and integral calculus, and sequences and series. Students need to have a thorough knowledge of analytic geometry and elementary functions in addition to college preparatory algebra, geometry, and trigonometry. The use of the graphing calculator in AP Calculus is considered an integral part of the course. Students enrolled in this course are expected to take the Advanced Placement examination in Calculus BC in the spring of their year of study.

The content of this course is periodically revised by The College Board. Current content standards, obtainable from The College Board, should be used each year to teach this course. Contact The College Board, Suite 250, 2970 Clairmont Road, Atlanta, Georgia 30329-1639, phone 404-636-9465.

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AP Calculus BC

Course	Content Standard	Topic	Concept	Notes
M.9-12.1	The content of this course is periodically revised by the College Board. Current content standards should be used each year to teach this course. Contact The College board, Suite 250, 2970 Clairmont Road, Atlanta, GA 30329-1639, phone (404) 636-9465, for current information.	Introduction		

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AP Statistics

AP Statistics is a course in the Advanced Placement (AP) Program developed by The College Board. AP Statistics is designed to be the secondary school equivalent, upon taking the Advanced Placement Examination, to a one-semester, introductory, noncalculus based, college course in statistics. Its purpose is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. AP Statistics has four themes: exploring data (observing patterns and departures from patterns), planning a study (deciding what and how to measure), anticipating patterns (producing models using probability and simulation), and statistical inference (confirming models).

Students enrolled in this course are expected to take the Advanced Placement examination in AP Statistics in the spring of their year of study. Students are expected to bring graphing calculators with statistics capabilities to the examination and to be familiar with their use. Standard computer output will be provided as necessary, and students are expected to interpret it.

The content of this course is periodically revised by The College Board. Current content standards, obtainable from The College Board, should be used each year to teach this course. Contact The College Board, Suite 250, 2970 Clairmont Road, Atlanta, Georgia 30329-1639, phone 404-636-9465.

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Mathematics: Grade 9-12

AP Statistics

Course	Content Standard	Topic	Concept	Notes
M.9-12.1	The content of this course is periodically revised by the College Board. Current content standards should be used each year to teach this course. Contact the College Board, Suite 250, 2970 Clairmont Road, Atlanta, GA 30329-1630, phone (404) 636-9465, for current information.	Introduction		

Introductions for Courses in Mathematics
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Applied Algebra
(formerly Applied Mathematics II)

The applied mathematics courses utilize the content of Units A, B, C, and 1-37 in the CORD Applied Mathematics series; the related materials; and the methodologies developed by the Center for Occupational Research and Development (CORD). Applied Algebra covers Units 13-20 and 23-27; parts of Unit 9 may need to be reviewed. Applied Problem Solving is a prerequisite for Applied Algebra. This course is not a remedial course. It was designed for students in the technology/career preparatory program of study. Successful completion of Applied Problem Solving and Applied Algebra meets the algebra requirement for high school graduation. These two courses can be used in a college preparatory program of study, if followed by successful completion of Geometry or Informal Geometry and Algebra II. Students in a college preparatory program, taking this sequence of courses, should check with the college or university of their choice for specific admission requirements.

The applied mathematics courses emphasize problem-solving applications. A laboratory approach is utilized in which students are involved in hands-on learning activities. Laboratory activities may include, but are not limited to, the use of calculators, drawing aids, and measuring equipment. The major goal of these courses is to provide a learning environment that focuses on problem solving involving life experiences and critical thinking skills, rather than textbook problems. Students become problem solvers.

Diverse instructional strategies must be utilized. Some of these strategies include cooperative learning, group problem solving, class discussion and generation of applied problems. Videos, other audiovisual aids, and professionals from various occupations should be used to bring meaningful applications of mathematics into the classroom. For the applied mathematics courses to be successful, it is imperative that teachers of these courses have mathematics (7-12) certification and training in teaching the applied mathematics courses and in using instructional strategies such as cooperative learning.

Applied Algebra focuses on problem solving using technology such as the scientific calculator, graphing calculator, and computer software to solve practical problems. Algebraic concepts are emphasized and embedded throughout the strands of this course. Mathematical topics include precision, accuracy, and tolerance; powers and roots; formulas; linear equations; graphing data; nonlinear equations; inequalities; factoring; patterns and functions; quadratics; systems of equations; statistics and probability. This course includes applications across the various technology/career preparatory strands.

Georgia Quality Core Curriculum

Mathematics: Grade 9-12

Applied Algebra (formerly Applied Mathematics II)

Course	Content Standard	Topic	Concept	Notes
M.9-12.1	Distinguishes between counting and measuring, and between precision and accuracy.	Measurement	Precision, Accuracy, Tolerance	
M.9 12.2	Reads and writes measurements to show precision and tolerance, and compares measurements to specified tolerances.	Measurement	Precision, Accuracy, Tolerance	
M.9-12.3	Uses precision tools to measure, and uses significant digits to indicate the accuracy of a measurement.	Measurement	Precision, Accuracy, Tolerance	
M.9-12.4	Calculates with measurements and rounds the results.	Measurement	Precision, Accuracy, Tolerance	
M.9-12.5	Reads and writes numbers expressed as powers or roots, and finds powers and roots of numbers using a calculator.	Number	Powers, Roots	
M.9-12.6	Solves problems that involve numbers written as powers.	Number	Problem Solving, Powers, Roots	
M.9-12.7	Reads and writes a formula, and rearranges the parts of a formula to fit a problem.	Algebraic Formulas	Formula	
M.9-12.8	Substitutes values into a formula and finds an answer.	Algebraic Formulas	Variable, Formula	
M.9-12.9	Solves problems involving formulas, using a calculator.	Algebraic Formulas, Problem Solving	Formula	
M.9-12.10	Translates a problem into a linear equation, recognizes and works with parts of an equation, and simplifies and solves an equation.	Linear Equations, Problem Solving	Solving Equations	
M.9-12.11	Checks the solutions of a linear equation, and checks solutions with the original problem.	Linear Equations, Problem Solving	Solving Equations	
M.9-12.12	Recognizes some nonlinear equations (such as those involving squares, square roots, and reciprocals of the variable) and becomes familiar with their graphs.	Nonlinear Equations	Graphing	

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Course	Content Standard	Topic	Concept	Notes
M.9-12.13	Solves a nonlinear equation, draws its graph, and checks work.	Nonlinear Equations	Graphing, Solving Equations	
M.9-12.14	Finds pairs of values for a nonlinear formula in a stated problem, graphs the formula, and reads values from the graph.	Nonlinear Equations	Graphing, Relation, Formula	
M.9-12.15	Graphs data as points on a coordinate system.	Linear Equations in Two Variables	Graphing, Coordinate System	
M.9-12.16	Graphs a linear equation in two variables.	Linear Equations in Two Variables	Graphing, Variable	
M.9-12.17	Finds the slope and intercepts of a graphed line.	Linear Equations in Two Variables	Slope, Intercept, Graphing	
M.9-12.18	Distinguishes between mean, mode, and median as measures of central tendency, and determines the mean, mode, and median for a set of data.	Statistics	Mean, Mode, Median	
M.9-12.19	Distinguishes between range, trend, and standard deviation as measures of variability, and determines the range and standard deviation that describes a set of data.	Statistics	Range, Standard Deviation	
M.9-12.20	Draws a histogram to represent the frequency distribution of data.	Statistics	Histogram, Frequency, Distribution	
M.9-12.21	Interprets the characteristics of a normal curve.	Statistics	Normal Distribution	
M.9-12.22	Counts the number of ways an event can happen.	Probability	Possible Outcomes, Event	
M.9-12.23	Finds the probability of some simple events, using tools such as drawing diagrams and charts, or using calculators.	Probability	Event	
M.9-12.24	Identifies and factors out common monomial factors.	Factorization	Common Factor, Monomial	
M.9-12.25	Combines algebraic expressions by multiplying two binomials, squaring a binomial, and finding the product of the sum and difference of two terms.	Factorization	Binomial	
M.9-12.26	Identifies factors in algebraic expressions by factoring trinomials, the difference of two perfect squares, perfect square trinomials, and appropriate polynomials.	Factorization	Trinomial, Polynomial, Factor	

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
M.9-12.27	Solves problems that involve factoring.	Factorization, Problem Solving	Factor	
M.9-12.28	Decodes and extends patterns.	Patterns and Functions, Problem Solving	Pattern	
M.9-12.29	Represents mathematical relationships as tables of data, ordered pairs, graphs, equations, and word sentences.	Patterns and Functions	Relation	
M.9-12.30	Distinguishes between relations and functions, and identifies their domains and ranges.	Patterns and Functions	Relation, Function, Domain, Range	
M.9-12.31	Uses patterns, relations and functions to solve problems.	Patterns and Functions, Problem Solving	Relation, Function, Pattern	
M.9-12.32	Solves quadratic equations by graphing, factoring, and using the quadratic formula.	Quadratic Equations	Solving Equations, Factor, Graphing, Quadratic Formula	
M.9-12.33	Uses graphing, factoring, and the quadratic formula to solve the same quadratic equation and obtain the same results.	Quadratic Equations	Solving Equations, Factor, Graphing, Quadratic Formula	
M.9-12.34	Solves practical problems using quadratic equations.	Quadratic Equations, Problem Solving	Solving Equations	
M.9-12.35	Solves systems of two linear equations in two variables by graphing, substitution, addition or subtraction, and using determinants.	Systems of Linear Equations in Two Variables	Solving Systems of Equations, Graphing, Determinant	
M.9-12.36	Writes appropriate linear equations in terms of unknowns for problems that involve two unknowns.	Systems of Linear Equations in Two Variables, Problem Solving	Variable Expression	
M.9-12.37	Solves problems that involve systems of two linear equations in two variables.	Systems of Linear Equations in Two Variables, Problem Solving	Solving Systems of Equations	
M.9-12.38	Orders numbers using appropriate symbols such as $<$, $>$, $=$, $\leq$ and $\geq$.	Linear Inequalities	Inequality	

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Course	Content Standard	Topic	Concept	Notes
M.9-12.39	Solves linear inequalities in one variable, including compound inequalities and absolute value inequalities, and graphs their solutions.	Linear Inequalities	Linear Inequalities in One Variable, Graphing	
M.9-12.40	Graphs linear inequalities in two variables.	Linear Inequalities	Linear Inequalities in Two Variables, Graphing	
M.9-12.41	Solves practical problems involving inequalities, including linear programming problems.	Linear Inequalities, Problem Solving	Linear Programming	

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Quality Core Curriculum
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Applied Geometry

The applied mathematics courses utilize the content of Units A, B, C, and 1-37 in the *CORD Applied Mathematics* series; the related materials; and the methodologies developed by the Center for Occupational Research and Development (CORD). Applied Geometry covers Units 21, 22, and 28-37; parts of Units 6-8 and 10 may need to be reviewed. Applied Algebra is a prerequisite for Applied Geometry. Applied Geometry is not a remedial course. It is designed for students in the technology/career preparatory program of study.

The applied mathematics courses emphasize problem-solving applications. A laboratory approach is utilized in which students are involved in hands-on learning activities. Laboratory activities may include, but are not limited to, the use of calculators, drawing aids, and measuring equipment. The major goal of these courses is to provide a learning environment that focuses on problem solving involving life experiences and critical thinking skills, rather than textbook problems. Students become problem solvers.

Diverse instructional strategies must be utilized. Some of these strategies include cooperative learning, group problem solving, class discussion and generation of applied problems. Videos, other audiovisual aids, and professionals from various occupations should be used to bring meaningful applications of mathematics into the classroom. For the applied mathematics courses to be successful, it is imperative that teachers of these courses have mathematics (7-12) certification and training in teaching the applied mathematics courses and in using instructional strategies such as cooperative learning.

Applied Geometry focuses on problem solving using all available technology. The goal of this course is to provide students with a strong geometry background from a hands-on, problem-solving approach. Mathematical topics include right angle relationships, trigonometric functions, geometry in the workplace, spatial visualization, coordinate geometry, transformations, logic, solving problems with computer spreadsheets and graphics, and quality assurance and process control. Applied Geometry includes applications across the various technology/career preparatory strands.

Georgia Quality Core Curriculum

Mathematics: Grade 9-12

Applied Geometry

Course	Content Standard	Topic	Concept	Notes
M.9-12.1	Identifies the parts of a right triangle.	Trigonometry	Right Triangle Relationships	
M.9-12.2	Uses the Pythagorean Theorem to find lengths of sides of a right triangle.	Trigonometry	Pythagorean Theorem	
M.9-12.3	Uses the characteristics of 3-4-5, 45-45, and 30-60 right triangles to solve practical problems, using a calculator	Trigonometry, Problem Solving	Right Triangle Relationships	
M.9-12.4	Uses the ratios for the sine, cosine, and tangent of an angle to solve problems involving triangles, using a calculator.	Trigonometry, Problem Solving	Sine, Cosine, Tangent	
M.9-12.5	Uses a calculator to find sine and cosine values.	Trigonometry	Sine, Cosine	
M.9-12.6	Graphs sine and cosine functions.	Trigonometry	Graphing Sine and Cosine Functions	
M.9-12.7	Finds the amplitude, wavelength, period, and frequency of sine functions, and finds the phase shift between two sine functions.	Trigonometry	Amplitude, Wavelength, Period, Frequency, Phase Shift	
M.9-12.8	Solves problems involving the areas of rectangles, triangles, trapezoids, circles and sectors of circles, and the volumes and surface areas of cylinders, cubes, spheres, cones, and frustums of cones.	Plane and Solid Geometric Figures, Problem Solving	Area, Surface Area, Volume	
M.9-12.9	Solves problems involving tangent lines, perpendicular lines, and bisecting lines or angles of right triangles.	Plane and Solid Geometric Figures, Problem Solving	Line, Angle, Tangent, Perpendicular, Bisecting	
M.9-12.10	Relates sides and angles of right triangles and finds their measures by using the Pythagorean Theorem and the sine, cosine, and tangent functions.	Trigonometry	Sine, Cosine, Tangent, Pythagorean Theorem	
M.9-12.11	Solves for an unknown dimension or unknown angles, drawing diagrams as needed to help.	Trigonometry, Problem Solving	Right Triangle Relationships	

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
M.9-12.12	Solves plane or solid geometry problems that require a series of calculations	Plane and Solid Geometric Figures, Problem Solving	Plane Figures, Solid Figures	
M.9-12.13	Applies principles of solid geometry to solving practical workplace problems	Solid Geometric Figures, Problem Solving	Solid Figures	
M.9-12.14	Describes a computer spreadsheet, tells how it is used, and defines and uses proper spreadsheet terminology.	Computer Spreadsheets	Spreadsheet	
M.9-12.15	Loads data into a computer and uses simple spreadsheet templates to solve practical problems.	Computer Spreadsheets, Problem Solving	Spreadsheet	
M.9-12.16	Describes a computer graphics program and its uses.	Computer Graphics	Graphics Program	
M.9-12.17	Using a prepared template, enters data to produce bar, circle, and line graphs; and enters parameters to graph linear and quadratic functions.	Computer Graphics, Statistics	Bar Graph, Circle Graph, Line Graph, Linear Functions, Quadratic Functions, Graphing	
M.9-12.18	Uses a computer graphics program to create bar, circle, and line graphs.	Computer Graphics, Statistics	Bar Graph, Circle Graph, Line Graph	
M.9-12.19	Solves practical problems by using the graphs created by a computer graphics program.	Computer Graphics, Statistics, Problem Solving	Graph	
M.9-12.20	Distinguishes between a manufacturing process and its product, and makes process charts.	Quality Assurance and Process Control: Statistics	Process, Product, Process Chart	
M.9-12.21	Constructs histograms, run charts, scatter diagrams and normal distribution curves from data obtained by counting or measuring.	Quality Assurance and Process Control: Statistics	Histogram, Run Chart, Scatter Diagram, Normal Distribution	
M.9-12.22	Uses measures of central tendency and dispersion to describe data shown on bell-shaped curves.	Quality Assurance and Process Control: Statistics	Central Tendency, Dispersion, Normal Distribution	
M.9-12.23	Calculates process capability and tolerance band, and compares data for process capability and tolerance band on normal distribution curves to determine production quality.	Quality Assurance and Process Control: Statistics	Process Capability, Tolerance Band, Normal Distribution	

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Course	Content Standard	Topic	Concept	Notes
M.9-12.24	Uses a measurement control chart for the mean and range, or an attribute control chart for the fraction defective, to keep a process in control.	Quality Assurance and Process Control: Statistics	Control Chart	
M.9-12.25	Designs control charts for the mean and range for a process.	Quality Assurance and Process Control: Statistics	Control Chart	
M.9-12.26	Interprets control charts to detect an out-of-control process.	Quality Assurance and Process Control: Statistics	Control Chart	
M.9-12.27	Uses single, double and multiple sampling plans from MIL-STD-105E, and develops single sampling plans using MIL-STD-105E.	Quality Assurance and Process Control: Statistics	Sampling Plans	
M.9-12.28	Determines point, line, and plane symmetry of geometric figures.	Spatial Visualization	Symmetry	
M.9-12.29	Uses orthographic drawing techniques to draw two-dimensional projections of objects.	Spatial Visualization	Projection	
M.9-12.30	Draws basic geometric views using isometric and one- and two-point perspective drawing techniques.	Spatial Visualization	Isometry, Perspective	
M.9-12.31	Determines the locus of points meeting given conditions.	Coordinate Geometry	Locus of Points	
M.9-12.32	Determines if lines are perpendicular or parallel.	Coordinate Geometry	Perpendicular Lines, Parallel Lines	
M.9-12.33	Finds the lengths and midpoints of line segments.	Coordinate Geometry	Length and Midpoint of Line Segment	
M.9-12.34	Uses an equation to represent a circle in a coordinate plane.	Coordinate Geometry	Circle	
M.9-12.35	Adds vectors in a coordinate plane.	Coordinate Geometry, Vector Geometry	Vector	
M.9-12.36	Interprets and depicts simple basic objects in a three-dimensional coordinate system.	Coordinate Geometry	Spatial Visualization	
M.9-12.37	Compares and contrasts inductive and deductive reasoning.	Logic	Inductive and Deductive Reasoning	
M.9-12.38	Applies the language and symbols of logic to occupational situations and determines appropriate conclusions.	Logic, Problem Solving	Logic Symbols	
M.9-12.39	Performs geometric constructions.	Logic, Plane Geometric Figures	Plane Figures, Geometric Construction	

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
M.9-12.40	Uses postulates and theorems to build geometric proofs involving lines, triangles, and quadrilaterals.	Logic, Plane Geometric Figures	Proof, Plane Figures	
M.9-12.41	Solves problems using logical reasoning and geometric theorems.	Logic, Problem Solving	Logical Reasoning, Geometric Figures	
M.9-12.42	Constructs congruent geometric figures using reflections, translations, and rotations.	Transformations	Congruence, Reflection, Translation, Rotation	
M.9-12.43	Constructs similar geometric figures using dilations.	Transformations	Similarity, Dilation	
M.9-12.44	Illustrates congruence and similarity transformations in the coordinate plane.	Transformations	Congruence, Similarity	

Introductions for Courses in Mathematics
Quality Core Curriculum
9-12

Applied Problem Solving
(formerly Applied Mathematics I)

The applied mathematics courses utilize the content of Units A, B, C, and 1-37 in the CORD Applied Mathematics series; the related materials; and the methodologies developed by the Center for Occupational Research and Development (CORD). Applied Problem Solving covers Units A, B, C, and 1-12. It is recommended that students pass a Prealgebra or Fundamentals of Algebra before taking Applied Problem Solving. This course is not a remedial course. It was designed for students in the technology/career preparatory program of study. Successful completion of Applied Problem Solving and Applied Algebra meets the algebra requirement for high school graduation. These two courses can be used in a college preparatory program of study, if followed by successful completion of Geometry or Informal Geometry and Algebra II. Students in a college preparatory program, taking this sequence of courses, should check with the college or university of their choice for specific admission requirements.

The applied mathematics courses emphasize problem-solving applications. A laboratory approach is utilized in which students are involved in hands-on learning activities. Laboratory activities may include, but are not limited to, the use of calculators, drawing aids, and measuring equipment. The major goal of these courses is to provide a learning environment that focuses on problem solving involving life experiences and critical thinking skills, rather than textbook problems. Students become problem solvers.

Diverse instructional strategies must be utilized. Some of these strategies include cooperative learning, group problem solving, class discussion and generation of applied problems. Videos, other audiovisual aids, and professionals from various occupations should be used to bring meaningful applications of mathematics into the classroom. For the applied mathematics courses to be successful, it is imperative that teachers of these courses have mathematics (7-12) certification and training in teaching the applied mathematics courses and in using instructional strategies such as cooperative learning.

Applied Problem Solving focuses on problem solving using technology such as the scientific or graphing calculator. It includes applications across the various technology/career preparatory strands. The broad mathematical areas of problem solving, number operations, estimation, measurement and geometry, ratio and proportion, and data representation and analysis are included.

Georgia Quality Core Curriculum

Mathematics: Grade 9-12

Applied Problem Solving (formerly Applied Mathematics I)

Course	Content Standard	Topic	Concept	Notes
M.9-12.1	Uses specific problem-solving strategiês such as guess and check; drawing a diagram or other representations of the problem; using tables, charts or graphs; working backwards; using problem reduction (converting to a related problem that is easier to solve); breaking the problem into manageable pieces and solving the separate parts individually; and uses estimation and approximation when appropriate.	Problem Solving		
M.9-12.2	Selects an appropriate problem-solving strategy for a given laboratory investigation.	Problem Solving		
M.9-12.3	Recognizes and applies the problem-solving process: - Identifies and formulates a problem based on a practical or laboratory situation. - Proposes and evaluates information needed to solve problems based on practical or laboratory situations. - Reaches a valid and supportable conclusion. - Judges the reasonableness of a proposed solution.	Problem Solving		
M.9-12.4	Applies the problem-solving process to a wide variety of problems taken from the various technology/career preparatory areas.	Problem Solving		
M.9-12.5	Using a calculator, represents whole numbers, fractions, decimals, percents, and mixed numbers taken from practical data, and converts between the various representations.	Number Operations: Using a Scientific Calculator		
M.9-12.6	Using a calculator, appropriately represents and interprets extremely large and small numbers requiring scientific notation.	Number Operations: Using a Scientific Calculator		
M.9-12.7	Using a calculator, solves problems requiring the use of the four basic operations, memory, and exponentiation with both positive and negative integral exponents.	Number Operations: Using a Scientific Calculator		
M.9-12.8	Estimates answers by various techniques and compares calculator results with estimates to determine reasonableness.	Estimation		
M.9-12.9	Recognizes appropriate practical situations in which to use and to expect results with exact and approximate numbers.	Estimation		
M.9-12.10	Applies techniques of rounding.	Estimation		
M.9-12.11	Measures concrete objects using appropriate tools involving both metric and customary units to find length, weight, area, and volume.	Measurement and Geometry		

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
M.9-12.12	Measures quantities such as temperature, pressure, voltage, current, and resistance using appropriate tools and units of measure.	Measurement and Geometry		
M.9-12.13	Solves applied problems involving measurements.	Measurement and Geometry		
M.9-12.14	Identifies items from real life that are commonly measured in metric, customary, or both systems of units, and recognizes the appropriately sized units to use.	Measurement and Geometry		
M.9-12.15	Identifies lines, angles, circles, polygons, cylinders, cones, rectangular solids, and spheres in everyday objects.	Measurement and Geometry		
M.9-12.16	Measures angles with a protractor, including angles in practical situations, such as a construction project, where angles may be inaccessible or yet to be constructed.	Measurement and Geometry		
M.9-12.17	Uses the Acculine device to draw figures showing correct angle measures and scaled lengths.	Measurement and Geometry		
M.9-12.18	Applies geometric properties, such as the sum of the angles of a polygon, percent of area of a circle determined by the central angle measure in a pie chart, parallel sides and angle relations for parallelograms, to practical drawings.	Measurement and Geometry		
M.9-12.19	Calculates perimeter and area of plane figures; finds appropriate measures of objects and their models prior to such calculations for basic polygons and circles.	Measurement and Geometry		
M.9-12.20	Calculates volume; lateral and surface area for cylinders, rectangular solids, cones, and spheres; and finds appropriate measures of objects and their models prior to such calculations.	Measurement and Geometry		
M.9-12.21	Applies vector methods to represent direction and magnitude of given physical quantities and to solve applied problems.	Measurement and Geometry		
M.9-12.22	Applies the Pythagorean Theorem to find an unknown measure for the side of a right triangle.	Measurement and Geometry		
M.9-12.23	Identifies ratios and proportions as they appear in applied situations and solves proportions for missing members in applied problems.	Ratio and Proportion		
M.9-12.24	Applies ratios to similar geometric figures, as in scale drawings, as well as with mixtures and compound applications.	Ratio and Proportion		
M.9-12.25	Applies knowledge of ratio and proportion to draw scale representations in applied situations using the Acculine.	Ratio and Proportion		
M.9-12.26	Identifies and applies mathematics to practical problems requiring direct and inverse proportions.	Ratio and Proportion		

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
M.9-12.27	Collects and organizes data appropriate to an applied problem.	Representing and Analyzing Data		
M.9-12.28	Organizes information using tables, charts, and a variety of graph types with appropriate labels and scales, and interprets such displays such as those found in public media.	Representing and Analyzing Data		
M.9-12.29	Recognizes a wide variety of occupational situations in which information is gathered and displayed using tables, charts, and graphs.	Representing and Analyzing Data		

Introductions for Courses in Mathematics
Quality Core Curriculum
9-12

Calculus
(non-AP)

The content standards for Calculus (non-AP) include many of the topics taught in Advanced Placement (AP) Calculus. Both the Mathematical Association of America and the National Council of Teachers of Mathematics recommend that the calculus course offered in the twelfth grade be treated as a college-level course and follow four years of strong mathematical preparation, beginning with Algebra I.

If Advanced Placement credit is sought for Calculus, use the current specific content standards developed by The College Board for AP Calculus AB or AP Calculus BC. These standards change periodically. Further information can be found under the courses AP Calculus AB or AP Calculus BC.

Georgia Quality Core Curriculum

Mathematics: Grade 9-12

Calculus (non-AP)

Course	Content Standard	Topic	Concept	Notes
M.9-12.1	Solves problems (including selecting appropriate approaches and tools, estimating, and judging the reasonableness of results) throughout calculus.	Problem Solving, Reasoning, Estimation		
M.9-12.2	Relates concepts to practical applications and to other concepts, using tools such as graphing calculators and computers.	Problem Solving, Reasoning, Estimation		
M.9-12.3	Defines, identifies and applies concepts of function and relation with respect to domain, range, intercepts, symmetry, asymptotes, zeros, odd, and even.	Functions		
M.9-12.4	Applies the algebra of functions by finding sum, product, quotient, composition, and inverse, where they exist.	Functions		
M.9-12.5	Identifies and applies properties of algebraic, trigonometric, exponential and logarithmic functions. Includes the following: polynomial (existence, number and location of zeros), trigonometric (fundamental identities, addition formulas, graphs, amplitude, periodicity), exponential and logarithmic (properties, graphs, inverse, the number e as a limit), and absolute value ($f(\|x\|)$, $\|f(x)\|$).	Functions		
M.9-12.6	Evaluates limits of functions and applies properties of limits.	Functions		
M.9-12.7	Indicates where a function is continuous and where it is discontinuous.	Functions		
M.9-12.8	Defines the derivative of a function in various ways (e.g., as the slope of the tangent line, rate of change of the function, and instantaneous velocity).	Derivatives		
M.9-12.9	Differentiates algebraic, trigonometric, exponential, and logarithmic functions.	Derivatives		
M.9-12.10	Differentiates the sum, product, and quotient (including tan x and cot x) of functions.	Derivatives		
M.9-12.11	Differentiates a composite function using the chain rule, including differentiating a rational power of a function.	Derivatives		
M.9-12.12	Differentiates an implicitly defined function.	Derivatives		
M.9-12.13	Differentiates the inverse of a function, including inverse trigonometric functions.	Derivatives		

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
M.9-12.14	Finds successive derivatives of functions.	Derivatives		
M.9-12.15	States and applies Rolle's Theorem and the Mean Value Theorem.	Derivatives		
M.9-12.16	Relates differentiability and continuity (that differentiability implies continuity).	Derivatives		
M.9-12.17	Uses L' Hopital's Rule (quotient indeterminant forms).	Derivatives		
M.9-12.18	Applies the derivative to finding slope and to finding tangent and normal lines to a curve.	Applications of the Derivative		
M.9-12.19	Uses derivatives to sketch graphs by showing functions increasing or decreasing, finding relative and absolute maximum and minimum points, and showing concavity and finding points of inflection. (Includes such functions as e^(-x), e^(-xsin x), | f(x) |, and f(| x |). Note: The computer symbol ^ denotes exponentiation.)	Applications of the Derivative		
M.9-12.20	Applies extreme value to problem situations.	Applications of the Derivative		
M.9 12.21	Applies definition of derivative to problem situations involving speed, velocity and acceleration, and involving average, instantaneous, or related rates of change.	Applications of the Derivative		
M.9-12.22	Defines the antiderivative and applies its properties.	Integrals		
M.9-12.23	Applies the antiderivative to problems such as those involving distance and velocity from acceleration with initial conditions, and growth and decay.	Integrals		
M.9-12.24	Relates the definite integral to the concept of the area under a curve.	Integrals		
M.9-12.25	Approximates areas by using inscribed and circumscribed rectangles and other appropriate methods, including using calculators and computers.	Integrals		
M.9-12.26	Calculates areas by evaluating sums using sigma notation.	Integrals		
M.9-12.27	Defines and applies the properties of the definite integral.	Integrals		
M.9-12.28	Identifies and uses the Fundamental Theorem of Calculus in evaluating definite integrals.	Integrals		
M.9-12.29	Integrates by substitution, by using identities, by changing variables, and by parts.	Integrals		
M.9-12.30	Applies the integral to the average or mean value of a function on an interval.	Application of the Integral		

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
M.9-12.31	Finds the area between curves using integration formulas.	Application of the Integral		
M.9-12.32	Finds the volume of a solid of revolution.	Application of the Integral		
M.9-12.33	Interprets ln x as the area under the curve of f(x) = 1/x.	Application of the Integral		

Introductions for Courses in Mathematics
Quality Core Curriculum
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Computer Mathematics

Computer Mathematics is a one-semester course that uses the computer as a tool to enhance mathematical knowledge. This course applies mathematics concepts, particularly those associated with repetitive processes, and the power of computers for formulating and solving mathematical problems. The goal of this course is to teach mathematics, not programming. Software or a programming language may be employed as the means by which computers are used in problem-solving applications of mathematics. The graphics capability of the computer should be used when appropriate.

This course is designed for students who have completed at least Algebra I and Geometry or Informal Geometry, and preferably Algebra II. Computer Mathematics emphasizes the development of logical thinking and problem-solving skills.

Georgia Quality Core Curriculum

Mathematics: Grade 9-12

Computer Mathematics

Course	Content Standard	Topic	Concept	Notes
M.9-12.1	Identifies and operates major hardware components such as CRTs, printers, and disk drives.	Computers		
M.9-12.2	Differentiates between system commands and program statements.	Computers		
M.9-12.3	Develops strategies for problem solving using computers.	Computers, Problem Solving		
M.9-12.4	Uses software and/or programming methodology to solve mathematical problems: - Formulates or defines the problem. - Designs a solution or algorithm. - Draws flow charts or hierarchy charts representing the solution. - Codes the program where appropriate. - Tests and debugs the program where appropriate. - Documents the finished program.	Computers, Problem Solving		
M.9-12.5	Correlates mathematical concepts to computer processes: - Scientific notation. - Estimation and approximation to rounding off, magnitude of error, estimating answers and checking computed results. - Exponents and logarithms to floating point processes in programming. - Algebraic functions to program statements such as ABS, SQR, INT, SGN, RND	Mathematical Concepts, Computer Processes		
M.9-12.6	Solves problems, using computers, involving mathematical concepts selected from these topics: - Consumer, business and leisure mathematics: salary, commission, benefits, deductions, taxes; applications of ratio, proportion and percent; checking and saving accounts, investments; loans and charge accounts; simple and compound interest; budgets. - Algebra: integers and real numbers; graphs of relations and functions; factors of polynomials; linear equations and inequalities; quadratic equations; systems of equations and inequalities; absolute value; nth roots of numbers; arithmetic and geometric means. - Number Theory. - Geometry: perimeter and area; volume, surface area, lateral area; angle and triangle classifications and relationships; symmetry, similarity, congruence; transformations; collinear points, distance between points, midpoint of segment; Pythagorean theorem. - Statistics and Probability Simulations.	Problem Solving		

Introductions for Courses in Mathematics
Quality Core Curriculum
9-12

Discrete Mathematics

Discrete Mathematics, a course for students who have completed Algebra II, may be designed to be taken before, in place of, concurrently with, or after Advanced Algebra & Trigonometry. A one- or two-semester course in discrete mathematics may be designed by choosing an appropriate number of topics from those listed. For example, a one - semester course might be built around the topics decision making, matrix algebra, graph theory, the real number system, sets, and functions and relations. A year course might add combinatorics, recurrence relations, formal logic and algebraic structures. Since this course is not a prerequisite for other high school mathematics courses, its teacher has more leeway in its design than in most mathematics college preparatory courses. This course may be designed to emphasize different aspects of discrete mathematics. If time permits, other topics such as game theory or codes may be explored.

The branch of mathematics known as discrete mathematics has rapidly grown in prominence in the past decade. This growth is due in large part to the many applications of its principles in business and to its close ties to computer science. The theorems and problem-solving strategies central to discrete mathematics have opened whole new areas of investigation and applications.

Discrete is defined as "distinct from others; separate; consisting of distinct parts; discontinuous" (Thorndike and Barnhart, 1983). Discrete mathematics involves the study of objects and ideas that can be divided into separate or discontinuous parts. In fact, one definition of discrete mathematics is the study of mathematical properties of sets and systems that have only a finite number of elements.

Discrete mathematics problems can be classified into three broad categories. The first category, existence problems, deals with whether or not a given problem has a solution. The second category, counting problems, investigates how many solutions may exist for problems with known solutions. A third category, optimization problems, focuses on finding a best solution to a particular problem.

Discrete mathematics allows students to explore unique problem situations that are not directly approachable through writing an equation or applying a common formula. Students are often required to visualize the situation through developing a model or another form or representation. Other settings call for analyzing special cases or developing a solution by considering a simpler problem involving fewer cases. The theory of discrete mathematics does not require learning a large number of definitions and theorems, but it does require a sharp and inquisitive mind.

Content standards were drawn from information taken from "Discrete Mathematics: The Math for Our Time," by John A. Dossey, from *Discrete Mathematics Across the Curriculum*, NCTM 1991 Yearbook, and from "Discrete Mathematics in the Secondary School," the report of the Curriculum Committee of the Georgia Council of Teachers of Mathematics in May 1987.

Mathematics: Grade 9-12

Discrete Mathematics

Course	Content Standard	Topic	Concept	Notes
M.9-12.1	Solves problems involving selecting appropriate approaches and tools, estimating, and judging the reasonableness of results throughout this course.	Problem Solving, Reasoning, Estimation		
M.9-12.2	Solves problems that relate concepts to other concepts and to practical applications, using tools such as calculators and computers.	Problem Solving, Reasoning, Estimation		
M.9-12.3	Reflects upon and clarifies mathematical ideas and relationships.	Communication		
M.9-12.4	Formulates mathematical definitions and expresses generalizations discovered through investigations.	Communication		
M.9-12.5	Expresses mathematical ideas by written and spoken word, and reads written presentations of mathematics with understanding.	Communication		
M.9-12.6	Asks clarifying and extending questions related to mathematical concepts.	Communication		
M.9-12.7	Uses mathematical notation appropriately, and recognizes its economy, power, and elegance (scientific exactness and precision) and its role in the development of mathematical ideas.	Communication		
M.9-12.8	Makes and tests conjectures, and formulates counterexamples.	Reasoning		
M.9-12.9	Follows logical arguments, and judges the validity of arguments.	Reasoning		
M.9-12.10	Constructs simple, valid arguments, including direct and indirect proofs and proofs by mathematical induction.	Reasoning		
M.9-12.11	Recognizes and uses connections among mathematical topics, and connections between mathematics and other disciplines.	Connections		
M.9-12.12	Uses fair-division algorithms (e.g., cut-and-choose methods or inspection methods) to solve problems.	Decision Making		
M.9-12.13	Determines election results by using procedures such as setting up preference schedules for plurality, Borda, Condorcet or other ranking methods.	Decision Making		

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
M.9-12.14	Identifies paradoxes, and uses weighted voting and power indexes along with Arrow's fairness criteria to determine what is meant by Arrow's Impossibility Theorem.	Decision Making		
M.9-12.15	Identifies methods of apportionment, apportionment paradoxes, and is familiar with Balinski and Young Impossibility Theorem.	Decision Making		
M.9-12.16	Examines the structure of a graph, and constructs and uses different representations such as diagrams, adjacency matrix, and adjacency lists.	Graph Theory		
M.9-12.17	Applies graph theory to activity analysis (e.g., PERT or CPM).	Graph Theory		
M.9-12.18	Applies algorithms such as those of Kruskal to find minimal spanning trees and of Dijkstra to find shortest paths in weighted graphs.	Graph Theory		
M.9-12.19	Analyzes networks such as systems of roads, pipelines, and airline routes using graphs as models.	Graph Theory		
M.9-12.20	Solves problems involving the notions of connectedness, completeness, bipartiteness, planarity, and graph colorings.	Graph Theory		
M.9-12.21	Identifies properties of graphs having Eulerian or Hamiltonian circuits and/or paths.	Graph Theory		
M.9-12.22	Knows several definitions of a tree.	Graph Theory		
M.9-12.23	Finds the minimal spanning trees for a given graph.	Graph Theory		
M.9-12.24	Applies the Fundamental Principle of Counting (product rule) and basic permutation and combination formulas.	Combinatorics		
M.9-12.25	Identifies and is able to prove simple basic combinatorial identities using combinatorial reasoning.	Combinatorics		
M.9-12.26	Applies the Binomial Theorem, and relates it to Pascal's Triangle.	Combinatorics		
M.9-12.27	Applies the pigeon-hole principle.	Combinatorics		
M.9-12.28	States and applies the inclusion-exclusion principle.	Combinatorics		
M.9-12.29	Solves discrete probability problems using the addition and multiplication rules, independent events, conditional probabilities, and expected value.	Discrete Probability		
M.9-12.30	Iterates first-order recurrence relations, and finds the closed form of a first-order linear recurrence relation.	Recurrence Relations		

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
M.9-12.31	Applies process of iteration in different situations (e.g., arithmetic and geometric sequences, exponential growth, finance, or population dynamics).	Recurrence Relations		
M.9-12.32	Analyzes searching and sorting algorithms.	Recurrence Relations		
M.9-12.33	(Optional) Solves second-order linear recurrence relations.	Recurrence Relations		
M.9-12.34	Performs matrix operations (addition, subtraction, multiplication, and multiplication by a constant) and identifies and applies their properties.	Matrix Algebra		
M.9-12.35	Recognizes the representation of graphs in matrix form, and constructs matrices to represent graphs.	Matrix Algebra		
M.9-12.36	Solves a system of linear equations, if a solution exists.	Matrix Algebra		
M.9-12.37	Uses powers of adjacency matrices to study connectivity properties of graphs and diagraphs.	Matrix Algebra		
M.9-12.38	Solves probability problems using tree analysis by applying Markov's algorithm.	Matrix Algebra		
M.9-12.39	Solves population growth and control problems using the Leslie model.	Matrix Algebra		
M.9-12.40	Uses the Leontlef input-output model of an economy.	Matrix Algebra		
M.9-12.41	Describes sets using an appropriate notation, including set-builder notation, and identifies finite and infinite sets.	Sets		
M.9-12.42	Identifies simple relations between sets and makes proper use of such terms as subset, proper subset, superset, equality, universe, and empty set, using Venn diagrams.	Sets		
M.9-12.43	Performs operations on sets: intersection, union, complement, difference, and symmetric difference.	Sets		
M.9-12.44	Defines, recognizes, illustrates and applies commutative laws, associative laws, distributive laws, and DeMorgan's laws, and constructs simple proofs using Venn diagrams.	Sets		
M.9-12.45	Determines power sets and Cartesian products of sets.	Sets		

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
M.9-12.46	Examines the real number system: - Defines positive integers (P), natural numbers (N), integers (Z), rational numbers (Q), irrational numbers, and real numbers (R). - Uses interval notation. - Applies the division algorithm and divisibility properties. - Finds the prime factorization of a number. - Determines greatest common divisor and least common multiple.	The Real Number System		
M.9-12.47	Constructs simple proofs about even and odd numbers.	The Real Number System		
M.9-12.48	Writes an integer given in base 10 as a numeral in base 2, and vice versa.	The Real Number System		
M.9-12.49	Defines function and relation, and defines, recognizes and illustrates domain, codomain, image, range, into, onto, and one-to-one.	Functions and Relations		
M.9-12.50	Defines, recognizes and illustrates properties of relations: reflexive, transitive, symmetric, and antisymmetric.	Functions and Relations		
M.9-12.51	Identifies equivalence relations and order relations.	Functions and Relations		
M.9-12.52	Composes functions and determines the inverse of relations and, in particular, of functions.	Functions and Relations		
M.9-12.53	Recognizes recursive definitions of functions with some emphasis on recurrence relations and recursion.	Functions and Relations		
M.9-12.54	Identifies the hypothesis and the conclusion in sentences of various English constructions.	Formal Logic		
M.9-12.55	Defines, recognizes, and illustrates a proposition, its converse, and its contrapositive.	Formal Logic		
M.9-12.56	Illustrates the use of simple counterexamples.	Formal Logic		
M.9-12.57	Constructs elementary proofs using simple examples from arithmetic.	Formal Logic		
M.9-12.58	Writes English sentences for logical expressions and vice versa.	Formal Logic		
M.9-12.59	Completes the truth tables for the standard logical connectives, and gives the truth values of simple propositions given in plain English.	Formal Logic		
M.9-12.60	States and illustrates the definitions of tautology and contradiction.	Formal Logic		
M.9-12.61	Negates logical expressions.	Formal Logic		

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
M.9-12.62	Sketches logic circuits with AND, OR, NOT gates.	Formal Logic		
M.9-12.63	Identifies and applies NAND and NOR.	Formal Logic		
M.9-12.64	Defines and recognizes binary operations.	Algebraic Structures		
M.9-12.65	Distinguishes whether sets are closed with respect to a given operation.	Algebraic Structures		
M.9 12.66	Is familiar with a wide variety of operations on a variety of sets: arithmetic operations on the set of real numbers and its subsets; set operations on P(S); logical operations on propositions; and matrix operations on 2 x 2 matrices.	Algebraic Structures		
M.9 12.67	Determines properties of an operation defined on a set via some rule or table.	Algebraic Structures		
M.9-12.68	For given sets and operations, decides which of the following group properties hold: commutative, associative, existence of identity, and existence of inverses.	Algebraic Structures		
M.9-12.69	Is familiar with Boolean algebras through many examples.	Algebraic Structures		
M.9-12.70	Interprets logic circuits in terms of an algebraic structure.	Algebraic Structures		

Introductions for Courses in Mathematics
Quality Core Curriculum
9-12

Fundamentals of Algebra

Fundamentals of Algebra emphasizes problem solving using a laboratory approach in which students are involved in hands-on learning experiences. These activities involve the use of calculators or computers, physical and pictorial models, manipulatives, drawing aids, and other equipment.

A major goal of this course is to provide a learning environment that allows students to see applications of mathematics to practical problems, rather than textbook problems, and to experience the many aspects of problem solving, rather than watching others solve problems. Another major goal is mathematical literacy, being able to interpret quantitative and spatial information.

The learning environment in this course is beneficial for some students who have avoided or have been advised to avoid algebra. Typically, these students have been alienated by poor past experiences with mathematics, have no conception of the importance of algebra to their future education and employment, and/or have learning disabilities which have not yet been adequately overcome. Lower class size and providing students with more assistance facilitate success in this course.

Appropriate instructional strategies for this course should include cooperative learning, group problem solving, class discussion and generation of applied problems. Informal explorations should emphasize physical models, data, graphs and other mathematical representations rather than facility with formal, symbolic algebraic manipulation.

This course satisfies the graduation requirement for algebra but does not satisfy the college preparatory diploma requirement for algebra. To earn the college preparatory diploma, students must pass either Algebra I or the two-year sequence of Applied Problem Solving and Applied Algebra. This course is not intended as a substitute for Algebra I, which is part of the college preparatory sequence of high school courses.

Georgia Quality Core Curriculum

Mathematics: Grade 9-12

Fundamentals of Algebra

Course	Content Standard	Topic	Concept	Notes
M.9 12.1	Applies the following problem-solving process in challenging activities: - Identifies and formulates problems based on applied or laboratory situations. - Proposes and evaluates information needed to solve problems based on applied or laboratory situations. - Reaches a valid and supportable conclusion. - Judges the reasonableness of a proposed solution.	Problem Solving		
M.9 12.2	Communicates mathematical ideas by using language and symbolism: - Reflects upon and clarifies thinking about mathematical ideas and relationships. - Formulates mathematical definitions and expresses generalizations discovered through investigation. - Expresses mathematical ideas both orally and in writing. - Interprets written presentations of mathematics. - Asks clarifying and extending questions related to mathematics about which they have read or heard.	Communication		
M.9 12.3	Develops logical reasoning skills through numerous and varied experiences: - Makes and tests conjectures. - Formulates counterexamples. - Follows logical arguments. - Judges the validity for arguments. - Constructs simple arguments.	Reasoning		
M.9-12.4	Investigates connections within mathematics, and connections between various mathematical topics and their applications: - Views mathematics as an integrated whole rather than as an isolated set of topics. - Acknowledges the relevance and usefulness of mathematics both in and out of school.	Connections		
M.9 12.5	Investigates the modeling concept of addition (i.e., putting together or sliding) by using physical materials and pictorial, graphic, and algebraic representation.	Addition Patterns and Models		
M.9 12.6	Investigates the modeling concept of subtraction (i.e., taking apart, comparing, or sliding) by using physical materials and pictorial, graphic, and algebraic representation.	Subtraction Patterns and Models		
M.9-12.7	Investigates the modeling concept of multiplication (i.e., area, volume, array, size change, rate factor, and repeated addition) by using physical materials and pictorial, graphic, and algebraic representation.	Multiplication Patterns and Models		

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Course	Content Standard	Topic	Concept	Notes
M.9-12.8	Investigates the modeling concept of division (i.e., rate, ratio comparison, and missing factors) by using physical materials and pictorial, graphic, and algebraic representation.	Division Patterns and Models		
M.9-12.9	Associates the concepts of variable, expression, and equation with applied and laboratory situations.	Language of Algebra: Numbers and Variables		
M.9-12.10	Represents applied situations that involve numerical and variable quantities with expressions, equations, inequalities and matrices.	Language of Algebra: Numbers and Variables		
M.9-12.11	Evaluates numerical and algebraic expressions by selecting and using appropriate models and tools, including calculators.	Language of Algebra: Numbers and Variables		
M.9-12.12	Evaluates formulas by selecting and using appropriate models and tools, including calculators.	Language of Algebra: Numbers and Variables		
M.9-12.13	Solves problems involving linear equations using a variety of methods including physical models (i.e., algebraic tiles, balance scales, and two-color counters) as well as calculators or computers.	Problem Solving Linear Equations		
M.9-12.14	Collects, organizes, and records (i.e., tables, charts, tallies, line plots, and stem-and-leaf plots) data obtained through investigation and experimentation.	Data Analysis		
M.9-12.15	Analyzes and represents data (including bivariate data) using tables, charts, and variety of graphs (i.e., line graphs, scatter plots, bar graphs, picture graphs, and box plots).	Data Analysis		
M.9-12.16	Interprets graphical representations or data by formulating and answering questions, summarizing data (i.e., mean, median, mode, and range), drawing conclusions and making predictions.	Data Analysis		
M.9-12.17	Interprets and makes predictions from data displayed in line graphs or scatter plots, by examining patterns and recognizing algebraic concepts such as slope (i.e., rate of change), intercepts, range, and domain.	Data Analysis, Linear Equations in Two Variables		
M.9-12.18	Explores applied problems involving systems of two linear equations in two variables by analyzing graphical representations, using tools such as graphing calculators or computers.	Problem Solving, Linear Equations in Two Variables		
M.9-12.19	Explores applied problems involving linear inequalities in one or two variables by analyzing graphical representations, using tools such as graphing calculators or computers.	Problem Solving, Linear Inequalities		
M.9-12.20	Explores quadratic, exponential, logarithmic, and rational equations by analyzing graphical representations and graphing with appropriate tools such as graphing calculators or computers.	Quadratic, Exponential, Logarithmic, and Rational Equations		

Course	Content Standard	Topic	Concept	Notes
M.9-12.21	Solves applied problems involving ratios to compare two quantities, proportional reasoning including percents, direct and inverse proportions, scale drawings, and geometric figures.	Problem Solving, Proportional Reasoning, Ratio, Proportion, and Percent		
M.9-12.22	Uses the Pythagorean Theorem to solve problems.	Problem Solving, Pythagorean Theorem		

Introductions for Courses in Mathematics
Quality Core Curriculum
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Geometry or Informal Geometry

Geometry provides students with a way to link their perceptions of the world with the mathematics that allow them to solve a variety of problems they will encounter not only in other disciplines but also in their lives. Geometry gives students a visual way to conceptualize or organize certain aspects of their environment, whereas algebra provides the tools for dealing with the quantitative aspects of their environment. Geometry should provide students with visual and concrete representations that help them gain insight into important areas of mathematics and their applications. The use of such tools as compass, straightedge, tracing and dot paper, mira, geoboard, calculator and computer is strongly recommended and encouraged for all geometry courses.

High school geometry must extend beyond the traditional treatment of geometry as a deductive system and provide students with a broad view of geometry and its applications, including algebraic techniques associated with coordinates and transformations that reinforce important geometric concepts such as congruence, similarity, parallelism, symmetry, and perpendicularity. Thus, the integration of algebraic skills and concepts to solve geometric problems should be stressed throughout the course.

This outline details objectives for two courses: Geometry and Informal Geometry. Informal Geometry is a college preparatory course encompassing the same basic topics as Geometry, including all competencies recommended by The College Board in preparation for the PSAT and SAT tests. Informal Geometry places less emphasis on formal deduction and the two-column proof and stresses informal deductive reasoning.

Based on current research on van Hiele levels of learning in geometry, and based on teacher experience, many students may need extensive review of classification and properties of geometric figures as well as measurement (perimeter, area) before abstract concepts are presented. The teacher may prefer to reorder standards to accommodate student needs. The content standards in the topics Problem Solving, Visualizing, and Reasoning; Transformational Geometry; and Coordinate Geometry may be distributed appropriately throughout the geometry curriculum.

Georgia Quality Core Curriculum

Mathematics: Grade 9-12

Geometry or Informal Geometry

Course	Content Standard	Topic	Concept	Notes
M.9-12.1	Solves problems and practical applications using appropriate approaches and tools (including calculators and computers) and judges the reasonableness of results.	Problem Solving, Visualizing, Reasoning		
M.9-12.2	Uses algebraic skills and concepts to solve geometric problems throughout geometry	Problem Solving, Visualizing, Reasoning		
M.9-12.3	Uses visualization skills to explore and interpret both two- and three-dimensional geometric figures using such topics as projections, cross sections, and locus problems.	Problem Solving, Visualizing, Reasoning		
M.9-12.4	Uses inductive and deductive reasoning to reach conclusions, identifies conjectures and counterexamples, and describes the nature of a deductive mathematical system.	Problem Solving, Visualizing, Reasoning		
M.9-12.5	Recognizes valid deductive reasoning; constructs and uses if-then, converse, inverse, and contrapositive statements.	Problem Solving, Visualizing, Reasoning		
M.9-12.6	Uses formal and/or informal logical reasoning processes.	Problem Solving, Visualizing, Reasoning		
M.9-12.7	Identifies, describes, and contrasts points, lines, planes, segments, and rays.	Points, Lines, and Planes		
M.9-12.8	Identifies, defines, estimates, and measures segments and angles (acute, obtuse, right, straight, complementary, supplementary, adjacent, vertical, congruent, and linear pair).	Points, Lines, and Planes		
M.9-12.9	Identifies and defines or describes properties associated with points (distance, between, collinear, coplanar), segments (midpoint, congruence, bisector), angles (bisector, congruence, interior, exterior), and lines and planes (perpendicular, parallel, intersecting).	Points, Lines, and Planes		
M.9-12.10	Classifies triangles as acute, right, obtuse, equilateral, isosceles, scalene; and classifies polygons as regular, convex, congruent.	Points, Lines, and Planes		
M.9-12.11	Recognizes parallel lines and planes, skew lines, and pairs of angles formed when two lines are cut by a transversal (alternate and same side, interior and exterior, corresponding).	Points, Lines, and Planes		

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Course	Content Standard	Topic	Concept	Notes
M.9-12.12	Applies basic facts about points, lines and planes, and about perpendicular and parallel lines and planes.	Points, Lines, and Planes		
M.9-12.13	States and applies the triangle sum, exterior angles, and polygon angle sum theorems.	Points, Lines, and Planes		
M.9-12.14	Identifies congruent figures and recognizes congruence in practical applications.	Congruence		
M.9-12.15	Uses tools such as compass and straightedge, paper folding, tracing paper, mira, or computer to construct congruent segments, angles, triangles, and circles; an angle bisector, a perpendicular bisector, a perpendicular line from a point on a line; parallel lines, proportional segments, tangents, and inscribed and circumscribed polygons.	Congruence		
M.9-12.16	Identifies congruent triangles and right triangles using basic congruence postulates and theorems.	Congruence		
M.9-12.17	Uses properties of congruence to establish properties or test conjectures involving one and two triangle inequality relationships; isosceles and equilateral triangles; medians, altitudes, and bisectors of triangles; and special quadrilaterals.	Congruence		
M.9-12.18	States and applies properties of triangles and quadrilaterals such as parallelograms, rectangles, rhombi, squares, and trapezoids.	Congruence		
M.9-12.19	Uses properties of quadrilaterals to establish and test relationships involving diagonals, angles, and lines of symmetry.	Similarity		
M.9-12.20	Identifies similar figures in practical applications; identifies similar triangles and other similar polygons by using their properties.	Similarity		
M.9-12.21	Recognizes and applies properties of similar polygons using ratio and proportion.	Similarity		
M.9-12.22	Applies properties dealing with parallel lines and proportion.	Similarity		
M.9-12.23	Solves problems involving similar polygons.	Similarity		
M.9-12.24	States and applies the Pythagorean Theorem and its converse.	Right Triangles		
M.9-12.25	States and applies properties of special right triangles, such as 45-45-90 and 30-60-90 triangles.	Right Triangles		
M.9-12.26	Identifies and evaluates tangent, sine, and cosine ratios for an acute angle of a right triangle; uses a table, calculator or computer to find the ratio for a given angle or find the angle for a given ratio.	Right Triangles		

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Course	Content Standard	Topic	Concept	Notes
M.9-12.27	Uses the tangent, sine, and cosine ratios for right triangles to solve application problems such as indirect-measurement problems.	Right Triangles		
M.9-12.28	Identifies and defines circles and their parts (center, arc, interior, exterior); segments and lines associated with circles (chord, diameter, radius, tangent, secant); properties of circles (congruent, concentric, tangent); relationship of polygons and circles (inscribed, circumscribed); angles (central, inscribed, formed by tangents, chords and secants).	Circles		
M.9-12.29	Applies geometric relationships to solving problems, such as relationships between lines and segments associated with circles, the angles they form, and the arcs they subtend; and the measures of these arcs, angles and segments.	Circles		
M.9-12.30	Defines and differentiates among perimeter, area, and volume, and the appropriate units for each.	Perimeter, Area, and Volume		
M.9-12.31	Finds the perimeter of polygons, the circumference of circles, and arc lengths.	Perimeter, Area, and Volume		
M.9-12.32	Finds the area of triangles, parallelograms, rectangles, squares, trapezoids, regular polygons, circles, and sectors.	Perimeter, Area, and Volume		
M.9-12.33	Identifies polyhedrons, including prisms, pyramids, cubes and tetrahedrons; cylinders, cones; spheres; faces; edges; vertices; bases; and lateral edges.	Perimeter, Area, and Volume		
M.9-12.34	Finds the lateral and total areas of right prisms, regular pyramids, right circular cylinders, and cones; and finds the surface area of spheres.	Perimeter, Area, and Volume		
M.9-12.35	Finds the volume of solids composed of prisms, pyramids, cylinders, cones or spheres.	Perimeter, Area, and Volume		
M.9-12.36	Compares the areas of similar polygons and the volumes of similar solids.	Perimeter, Area, and Volume		
M.9-12.37	Solves problems involving perimeter, area, and volume.	Perimeter, Area, and Volume		
M.9-12.38	Finds the images of geometric figures under distance-preserving transformations such as line reflections, translations, and rotations.	Transformational Geometry		
M.9-12.39	Finds the image of figures under dilations.	Transformational Geometry		
M.9-12.40	Examines and applies basic properties of line reflections, translations, rotations, dilations, and their compositions.	Transformational Geometry		
M.9-12.41	Uses transformations to examine symmetry, similarity, and congruence of geometric figures.	Transformational Geometry		

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Course	Content Standard	Topic	Concept	Notes
M.9-12.42	Identifies and graphs ordered pairs of numbers in the coordinate plane.	Coordinate Geometry		
M.9-12.43	Applies the distance and midpoint formulas.	Coordinate Geometry		
M.9-12.44	Finds the slope of a line, writes an equation of a line, and graphs equations of lines.	Coordinate Geometry		
M.9-12.45	Finds the coordinates of the point of intersection of two lines, using algebra, graphing, and appropriate technology.	Coordinate Geometry		
M.9-12.46	Uses coordinate methods to explore, make conjectures or prove properties of geometric figures, using tools such as algebra, graphing, and appropriate technology.	Coordinate Geometry		

Introductions for Courses in Mathematics
Quality Core Curriculum
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Mathematics I
(formerly General Mathematics II)

Mathematics I emphasizes problem-solving applications. Practical skills, such as estimating in both computation and measurement; mentally computing results; and selecting and using appropriate tools such as calculators, computers, paper-and-pencil techniques or mental computation, are stressed throughout this course. This approach was chosen for three important reasons: students must have this level of understanding of mathematics to function effectively in society; many students must see mathematics applied to appreciate fully its importance; and many students are unable to apply mathematics concepts and skills without extensive instructions and experience in the transfer process itself.

Mathematics I places primary emphasis on applications of estimation, geometry, probability and statistics. Secondary emphasis is placed on measurement and basic algebraic concepts and skills. Topics should be reordered where appropriate so that applications and concepts being applied are taught together to provide students with greater understanding of mathematics and motivate them to learn mathematics. (For example, measurement or statistics may be effectively combined with number and computation. Geometry may be taught early in this course because many students enjoy and are successful in learning this topic).

Practical problem solving is the focus of Mathematics I and Mathematics II. The difference between Mathematics I and Mathematics II is that the nature and complexity of the problems formulated and solved increases from Mathematics I to II. Mathematics concepts and skills are always taught through and with applications to interest students in learning and applying mathematics. The power of calculators and computers is used to help students learn mathematical concepts and skills, and to help students select and use appropriate tools in solving problems.

Georgia Quality Core Curriculum

Mathematics: Grade 9-12

Mathematics I (formerly General Mathematics II)

Course	Content Standard	Topic	Concept	Notes
M.9-12.1	Solves problems (including selecting appropriate approaches and tools and judging reasonableness of results), reasons and estimates throughout mathematics.	Problem Solving, Reasoning, Estimation		
M.9-12.2	Relates concepts and skills to practical applications, using tools such as calculators and computers.	Problem Solving, Reasoning, Estimation		
M.9-12.3	Recognizes and differentiates different uses of numbers, such as names, counts, measures, scales, codes, and locators.	Number and Computation		
M.9-12.4	Expresses numbers in equivalent and approximate forms and orders these forms using appropriate tools such as calculators (includes fractions, decimals, percent, scientific notation; square and cube roots and second and third powers of whole numbers; and approximations of fractions, decimals and percents).	Number and Computation		
M.9-12.5	Associates arithmetic operations and their properties with real-world situations.	Number and Computation		
M.9-12.6	Uses estimation strategies such as rounding, front-end estimation, clustering, grouping, adjusting, compensation, and reference point to predict computational results.	Number and Computation, Estimation		
M.9-12.7	Selects and uses appropriate and efficient methods of computing with decimals, fractions, integers, and percent, and of solving proportions (includes mental computation, calculator, computer).	Number and Computation		
M.9-12.8	Uses estimation and approximation to check the reasonableness of computational results.	Number and Computation, Estimation		
M.9-12.9	Determines amounts of money including price amounts, amounts of change, discounts, sales prices, sales tax, interest and best buy.	Number and Computation, Problem Solving		
M.9-12.10	Selects and uses problem-solving strategies and computational tools (mental computation, calculator, estimation, paper and pencil) to solve simple problems involving career, consumer, and leisure applications, and evaluates reasonableness of results.	Number and Computation, Problem Solving		
M.9-12.11	Determines sample spaces and constructs and uses tree diagrams in finding probabilities.	Probability and Statistics		

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Course	Content Standard	Topic	Concept	Notes
M.9-12.12	Uses probabilities correctly to predict outcomes of given events, determines the probability of an event through experiments, and differentiates odds from probability.	Probability and Statistics		
M.9-12.13	Collects (through surveys and experiments) and organizes data into tables, charts, graphs, and diagrams.	Probability and Statistics		
M.9-12.14	Reads and interprets tables, charts, graphs, and diagrams.	Probability and Statistics		
M.9-12.15	Determines mean, median, mode, and range of data and uses these measures to describe the set of data.	Probability and Statistics		
M.9-12.16	Identifies certain standard frequency distributions such as normal, bimodal, and skewed.	Probability and Statistics		
M.9-12.17	Identifies misuses of statistical techniques (includes mislabeling graphs, confusing correlation and causality, and using poor sampling techniques).	Probability and Statistics		
M.9-12.18	Applies simple statistical techniques to problem-solving situations.	Probability and Statistics		
M.9-12.19	Identifies and differentiates between similar and congruent figures and identifies figures that have been transformed by rotation, reflection, and translation.	Geometry		
M.9-12.20	Uses proportions to find missing lengths of sides of similar figures and to enlarge or reduce figures.	Geometry		
M.9-12.21	Solves problems involving similar figures and scale drawings.	Geometry		
M.9-12.22	Graphs points in the coordinate plane, identifies the coordinates, and uses concept of coordinates in problem situations, such as reading maps.	Geometry		
M.9-12.23	Finds the perimeter and area of plane figures (such as polygons, circles, and composite figures) and surface area and volume of simple solids (such as rectangular prisms, pyramids, cylinders, cones, and spheres).	Geometry		
M.9-12.24	Recognizes relations among common geometric figures (includes points, planes, angles, and lines).	Geometry		
M.9-12.25	Draws and measures angles, determines the number of degrees in the interior angles of geometric figures such as right and straight angles, circles, triangles, and quadrilaterals, and classifies angles (right, acute, obtuse, complementary, and supplementary) and triangles (right, acute, obtuse, scalene, isosceles, and equilateral).	Geometry		
M.9-12.26	Uses the Pythagorean Theorem to solve problems (includes selecting appropriate tools such as a calculator).	Geometry		

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
M.9-12.27	Simplifies expressions with and without grouping symbols	Algebra		
M.9-12.28	Evaluates simple algebraic expressions	Algebra		
M.9-12.29	Translates words into simple algebraic expressions and equations	Algebra		
M.9-12.30	Substitutes known values in formulas and solves problems with formulas	Algebra		
M.9-12.31	Solves simple equations, including addition, subtraction, multiplication, division, proportions, and two-step equations	Algebra		
M.9-12.32	Estimates measures in both customary and metric systems	Measurement		
M.9-12.33	Applies customary or metric units of measure to determine length, area, volume/capacity, weight/mass, time, and temperature (includes evaluating reasonableness and precision of results and reading different scales)	Measurement		
M.9-12.34	Estimates and solves problems involving measurement, including selecting appropriate tools such as calculator or mental computation	Measurement, Problem Solving		

Introductions for Courses in Mathematics
Quality Core Curriculum
9-12

Mathematics II
(formerly General Mathematics III)

The primary emphasis in Mathematics II is developing problem-solving skills by viewing problem solving as a process, as described in Content Standard 8. Other standards necessary to the process approach to problem solving appear in Standards 1-7. Each unit in this course should begin with a problem-solving situation, carefully chosen (from consumer, career or leisure applications of mathematics) on the basis of its usefulness in modeling the process of problem solving in practical situations and of its interest to students. These problem- solving units should apply and, if possible, extend the list of other essential mathematics concepts and skills described in Standards 10-30. The content standards applied in each unit should be specified.

Mathematics II emphasizes the complex process of applying mathematical skills and concepts in problem solving. Special emphasis is placed on identifying, formulating and solving practical problems drawn from customer, career or leisure applications of mathematics. Mathematics II places primary emphasis on problem solving as a process. This process approach to identifying, formulating and solving problems involves higher level thinking skills of analysis, synthesis and evaluation applied to practical situations. The purpose of Mathematics II is to model the application of mathematics and to give students experience and success in applying mathematics in problem-solving situations, not to teach every application possible or even desirable. Hence, applications must be chosen carefully, using criteria such as student interest and the usefulness of an application in modeling, as well as its usefulness in life now and estimated usefulness in the future.

Practical problem-solving situations tend to be somewhat nebulous; mathematics enters the picture as a problem is identified and defined. Sometimes the problem must be simplified or modified to describe the problem mathematically (model the problem). The mathematical model is then analyzed and solved. The solutions obtained are then interpreted in terms of the original situation, to be sure that these solutions are reasonable and valid. Because of the complexity of this process, care must be taken to construct lessons that provide students with enough structure to progress in skill without becoming so rigid that problem solving becomes merely a series of written word problems or worksheets. In this course, books become reference books instead of textbooks.

How students are taught is at least as important as the specific applications taught in this course. Appropriate instructional strategies include cooperative learning; problem solving in pairs or teams; class discussions in which students generate, explain, and evaluate solutions; and direct teaching of large groups of students involving thorough and careful lesson presentation. Access to a mathematics laboratory is extremely helpful in many applications. Calculators (and computers when appropriate) should be used throughout this course.

The list of problem-solving situations suitable for use here is extensive. Some examples are getting a job (why, what, and how), planning a budget (spending and saving), getting to school or work, spending money (furnishing a room on a budget, buying a wardrobe, etc.), buying a car (public transportation vs. a car, new vs. old, etc.), designing a print for a fabric, designing a musical instrument, posing a question and collecting and analyzing data necessary to answer the question, designing or evaluating games of chance, scheduling a tournament for sports teams, predicting which team will win, designing a house, or designing a personal physical fitness program that includes nutrition and exercise.

Problem solving viewed as a process takes time and requires a mind-set that tolerates, understands and deals effectively with the open-ended aspects in mathematics, expecting and rewarding many possible solutions. This course requires active and thoughtful participation of students, and considerable skill in classroom management on the teacher's part.

Georgia Quality Core Curriculum

Mathematics: Grade 9-12

Mathematics II (formerly General Mathematics III)

Course	Content Standard	Topic	Concept	Notes
M.9-12.1	Recognizes a problem-solving situation as opposed to a situation that requires immediate use of a known fact or algorithm.	Problem Solving, Reasoning, Estimation		
M.9-12.2	Identifies extra or needed information in problem-solving situations.	Problem Solving, Reasoning, Estimation		
M.9-12.3	Uses specific problem-solving strategies such as guess-and-check techniques; drawing a diagram or building models or representations; using tables, charts and graphs; working backwards; using problem reduction (converting to an easier, related problem); using inductive reasoning (including finding patterns); and using deductive reasoning.	Problem Solving, Reasoning, Estimation		
M.9-12.4	Selects an appropriate problem-solving strategy to solve a problem.	Problem Solving, Reasoning, Estimation		
M.9-12.5	Selects and uses appropriate tools in problem solving, such as calculators, mental computation, computers, or paper-and-pencil techniques.	Problem Solving, Reasoning, Estimation		
M.9-12.6	Solves nonroutine problems and sets of problems requiring a variety of strategies.	Problem Solving, Reasoning, Estimation		
M.9-12.7	Makes estimates and approximations and judges the reasonableness of results.	Problem Solving, Reasoning, Estimation		
M.9-12.8	Recognizes and applies the problem-solving process by identifying and formulating problems, proposing and evaluating information needed to solve a problem, and reaching a valid and supportable conclusion.	Problem Solving, Reasoning, Estimation		
M.9-12.9	Applies the problem-solving process to problems that involve the application of a variety of mathematical concepts and skills, and that are taken from consumer, career, and leisure applications of mathematics.	Problem Solving, Reasoning, Estimation		
M.9-12.10	Recognizes and differentiates many different uses of numbers.	Real Number System		

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Course	Content Standard	Topic	Concept	Notes
M.9-12.11	Associates arithmetic operations and properties with practical, applied situations.	Real Number System, Computation, Problem Solving		
M.9-12.12	Expresses and orders real numbers in equivalent and approximate forms, using calculators when appropriate.	Real Number System		
M.9-12.13	Uses mental arithmetic strategies to solve simple calculations.	Computation and Estimation		
M.9-12.14	Uses strategies to estimate results of computation with whole numbers, fractions, decimals, percent, and integers; uses estimation to check the reasonableness of computational results.	Computation and Estimation		
M.9-12.15	Selects and uses appropriate and efficient methods of computing with whole numbers, decimals, fractions, integers and percent, and of solving proportions (includes mental computation, calculator, computer, and paper-and-pencil techniques).	Computation and Estimation		
M.9-12.16	Recognizes, names, identifies, and applies properties of common geometric figures and shapes.	Geometry		
M.9-12.17	Recognizes and applies relations (including congruent, similar, parallel, perpendicular, and symmetric) among common geometric figures, including relations involving reflection, translation, and rotation in the coordinate plane, and relations involving sides of a right triangle (simple trigonometric ratios).	Geometry		
M.9-12.18	Estimates measures and uses measuring instruments (customary and metric) to find length, weight/mass, capacity, temperature, and angle measure.	Measurement		
M.9-12.19	Finds perimeter and area of geometric figures (including circle and composite figures).	Geometry, Measurement		
M.9-12.20	Finds surface area and volume of common geometric solids (including composite solids).	Geometry, Measurement		
M.9-12.21	Uses concepts of significant digits and precision in measurement and computation, including computation with calculators.	Measurement		
M.9-12.22	Applies the Pythagorean Theorem.	Geometry		
M.9-12.23	Collects and organizes data into tables, charts, scatter plots, frequency distributions, graphs, and diagrams; reads and interprets such data displays; and presents data in a clear form to others.	Statistics		
M.9-12.24	Uses probabilities correctly to predict outcomes of given events.	Probability		

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
M.9-12.25	Determines mean, median, mode, range, and standard deviation of data and uses these measures to describe the set of data.	Statistics		
M.9-12.26	Applies simple statistical techniques correctly and identifies misuses of these techniques.	Statistics		
M.9-12.27	Uses variables and language of algebra to translate between words and simple algebraic expressions and equations, simplify simple algebraic expressions, evaluate simple algebraic expressions, and graph linear equations and explore concept of slope	Algebra		
M.9-12.28	Uses and evaluates formulas.	Algebra		
M.9-12.29	Solves simple equations.	Algebra		
M.9-12.30	Determines valid arguments by identifying what is necessary and sufficient in an argument, and by recognizing and explaining flaws in invalid arguments.	Logic, Reasoning, Problem Solving, Statistics		

Introductions for Courses in Mathematics
Quality Core Curriculum
9-12

Prealgebra

Prealgebra readies the student who is not yet able to enter the high school college preparatory sequence in mathematics. Prealgebra is designed to bridge the gap from concrete to abstract that some students experience when they enter high school--the gap between elementary and middle school mathematics and the high school college preparatory sequence. Prealgebra helps these students bridge the gap by integrating topics from arithmetic, geometry, algebra, measurement and statistics. This integration allows students to visualize and understand the interrelatedness of the mathematics they have already learned and extend that mathematics in the context of applications and problem solving to new concepts and skills. Its sequencing encourages students to travel from the concrete to the abstract, from arithmetic to algebra, from the visual world to geometry.

Prealgebra relies heavily on identifying and utilizing patterns in mathematics, thus modeling such big picture concepts of mathematics as number, variable, graph, addition, subtraction, multiplication and division. It stresses a problem-solving process approach while guiding students to a more abstract representation of algebraic and geometric concepts, properties and relations. Students are encouraged to use calculators appropriately to help them gain greater understanding of concepts and skills and the interrelatedness of mathematics, and to aid them in solving problems. Practical applications are included whenever possible to aid in bridging the gap from concrete to abstract. This course will not satisfy any of the course requirements for the College Preparatory Diploma or of the Board of Regents.

Georgia Quality Core Curriculum

Mathematics: Grade 9-12

Prealgebra

Course	Content Standard	Topic	Concept	Notes
M.9-12.1	Solves problems, reasons, and estimates throughout mathematics: - Selects and uses problem-solving strategies such as reading the problem, drawing a picture or diagram, using trial and error, making a table or chart, looking for patterns, making a simpler problem and then generalizing, and working backwards, etc. - Selects and uses appropriate tools (such as mental computation, calculators, manipulative materials, paper and pencil, computer) in solving problems. - Uses estimation to check the reasonableness of results. - Solves nonroutine problems for which the answer is not obvious. - Relates concepts and skills to practical applications. (It is essential that practical applications of concepts and skills appear whenever possible.)	Problem Solving, Reasoning, Estimation	Problem Solving Strategies, Appropriate Tools, Reasonableness of Results, Nonroutine Problems, Applications	
M.9-12.2	Selects and uses appropriate estimation strategies, such as rounding (up, down, or to the nearest), front-end, adjusting, compensation, compatible numbers, clustering, and reference point, and recognizes situations in which estimates are more appropriate than exact numbers.	Special Uses of Rational Numbers, Computation and Estimation	Estimation Strategies	
M.9-12.3	Selects and uses appropriate mental computational strategies such as multiples of ten, multiples of one tenth, and powers of ten.	Special Uses of Rational Numbers, Computation	Powers, Mental Computation Strategies	
M.9-12.4	Expresses and orders rational numbers in various forms, such as fractions, decimals, percent, and scientific notation, using tools such as calculators and number lines.	Special Uses of Rational Numbers, Number and Number Relationships	Fractions, Decimals, Percents, Ordering, Scientific Notation, Number Line	
M.9-12.5	Knows decimal and percent equivalents of common simple fractions (halves, thirds, fourths, fifths, sixes, eights, and tenths) and uses these forms appropriately in solving problems.	Special Uses of Rational Numbers, Problem Solving, Number and Number Relationships	Fractions, Decimals, Percents	
M.9-12.6	Uses the appropriate equivalent forms of rational numbers to solve problems involving fractions, decimals, or percent.	Special Uses of Rational Numbers, Problem Solving, Number and Number Relationships	Fractions, Decimals, Percents	
M.9-12.7	Selects appropriate units to measure length, area, volume/capacity, weight/mass, time, and temperature in both the customary and metric systems.	Measurement	Appropriate Units	
M.9-12.8	Estimates, measures, and solves problems in both customary and metric systems.	Measurement, Estimation, Problem Solving		

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Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
M.9-12.9	Selects appropriate measuring instruments and measures accurately length, weight/mass, time, temperature, and angles.	Measurement, Geometry	Appropriate Instruments	
M.9-12.10	Classifies angles as right, acute, or obtuse by their measures.	Measurement, Geometry	Angles	
M.9-12.11	Uses square units to determine the area of two-dimensional geometric figures, without using formulas.	Measurement, Geometry	Area, Geometric Figures	
M.9-12.12	Uses cubic units to determine the volume of three-dimensional figures, without using formulas.	Measurement, Geometry	Volume, Geometric Figures	
M.9-12.13	Changes from one unit of measurement to another within the same measurement system.	Measurement	Conversion within System	
M.9-12.14	Uses order of operations (with and without grouping symbols) to find the value of a numerical expression, selecting and using appropriate tools such as mental computation and calculators.	Introduction to Variables, Algebra, Computation, Number Systems and Number Theory	Order of Operations, Appropriate Tools, Mental Computation	
M.9-12.15	Translates words into simple numerical and algebraic expressions and equations, and translates expressions and equations into words.	Introduction to Variables, Algebra	Expressions, Equations	
M.9-12.16	Evaluates expressions involving variables.	Introduction to Variables, Algebra	Expressions, Variable	
M.9-12.17	Substitutes known values in formulas, with and without grouping symbols, and solves problems involving formulas.	Introduction to Variables, Algebra, Problem Solving	Formulas	
M.9-12.18	Graphs simple and compound inequalities on a number line.	Introduction to Variables, Algebra, Geometry	Inequalities, Number Line	
M.9-12.19	Identifies physical and symbolic representations using appropriate representations of geometric figures, such as points, lines, line segments, polygons, vertices, rays, angles, and diagonals.	Addition Patterns, Geometry	Geometric Figures	
M.9-12.20	Models the concept of addition (as putting together and shifting or sliding) using physical materials and pictorial and algebraic representations, including rational numbers on the number line, angles and line segments and their measures, and rotations of geometric figures.	Addition Patterns, Algebra, Geometry, Measurement, Computation, Number Systems and Number Theory	Rational Numbers, Number Line, Angles, Line Segments, Geometric Figures, Rotation	

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
M.9-12.21	Relates rational numbers on the number line to the concept of absolute value, the geometric addition (union) of line segments to polygons, and the addition of measures of line segments to finding the perimeter of a polygon.	Addition Patterns, Geometry, Measurement, Number and Number Relationships	Absolute Value, Number Line, Perimeter, Polygon, Line Segment	
M.9-12.22	Adds, subtracts, multiplies, and divides all forms of rational numbers.	Addition Patterns, Subtraction Patterns, Multiplication Patterns, Division Patterns, Computation	Rational Numbers	
M.9-12.23	Recognizes, describes, and applies certain patterns for addition, such as commutative, associative, identity and inverse properties, and the addition property of equality.	Addition Patterns, Number Systems and Number Theory	Number Properties	
M.9-12.24	Solves equations and applied problems with the form $x + a = b$.	Addition Patterns, Algebra, Problem Solving	Equations	
M.9-12.25	Models the concept of subtraction (as taking apart, shifting or sliding, and comparing) using physical materials and pictorial and algebraic representations, including rational numbers on the number line, and angles and line segments and their measures.	Subtraction Patterns, Algebra, Geometry, Measurement, Computation, Number Systems and Number Theory	Rational Numbers, Number Line, Angle, Line Segment	
M.9-12.26	Solves equations and applied problems of the form $x - a = b$ and $a - x = b$.	Subtraction Patterns, Algebra, Problem Solving	Equations	
M.9-12.27	Identifies physical and symbolic representations of vertical, supplementary, complementary, and straight angles; parallel and perpendicular lines; transversals; and special quadrilaterals (parallelogram, rectangle, rhombus, square); and uses these geometric figures, properties, and relations to solve problems.	Subtraction Patterns, Geometry, Problem Solving	Angles, Lines, Quadrilaterals	
M.9-12.28	Solves problems using the property that the sum of the measures of the angles in a triangle is 180 degrees.	Subtraction Patterns, Geometry, Measurement	Angles, Triangles	
M.9-12.29	Collects and organizes information or data by classifying or identifying patterns, and organizes data into tables, charts, and graphs.	Graphing Models, Patterns, Statistics	Tables, Charts, Graphs	

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
M.9-12.30	Graphs points in the coordinate plane, identifies coordinates of points, graphs linear equations, and uses the concept of coordinates in solving problems.	Graphing Models, Algebra, Geometry, Problem Solving, Number and Number Relationships	Linear Equations, Coordinates, Points, Lines, Coordinate Plane	
M.9-12.31	Reads and interprets tables, charts, graphs, and diagrams including bar and coordinate graphs.	Graphing Models, Statistics	Charts, Tables, Graphs, Diagrams	
M.9-12.32	Identifies congruent figures (images and preimages) formed by translating or reflecting geometric figures.	Graphing Models, Geometry	Congruency, Translation, Reflection, Geometric Figures	
M.9-12.33	Identifies line and rotational symmetries.	Graphing Models, Geometry	Symmetry	
M.9-12.34	Models the concept of multiplication (as area/volume, array, size change, rate factor, and repeated addition) using physical models and pictorial and algebraic representations.	Multiplication Patterns, Algebra, Geometry, Computation, Measurement, Number Systems and Number Theory	Area, Volume, Array	
M.9-12.35	Recognizes, describes, and applies certain patterns for multiplication such as commutative, associative, identity, and inverse properties; the property of zero; and the multiplication property of equality.	Multiplication Patterns, Algebra, Number Systems and Number Theory	Number Properties	
M.9-12.36	Uses multiplication to determine perimeter and area of rectangles, surface area and volume of rectangular solids, and expansions and contractions (similarity) of geometric figures in a coordinate plane.	Multiplication Patterns, Geometry, Measurement	Perimeter, Area, Surface Area, Volume, Rectangular Solids, Similarity, Geometric Figures, Coordinate Plane	
M.9-12.37	Solves equations and applied problems of the form ax = b and ax + b = c.	Multiplication Patterns, Algebra, Problem Solving	Equations	

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
M.9-12.38	Recognizes patterns, describes patterns, and applies the distributive property of multiplication over addition, in situations such as combining like terms of linear expressions, solving equations of form $ax + b = cx + d$ and expressing repeating decimals as simple fractions.	Multiplication Patterns, Algebra, Number and Number Relationships, Number Systems and Number Theory	Expressions, Equations, Repeating Decimals, Fractions, Number Properties	
M.9-12.39	Models the concept of division (as rate, ratio comparison, and missing factors) using physical models and pictorial and algebraic representations.	Division Patterns, Algebra, Number Systems and Number Theory	Rate, Ratio, Factors	
M.9-12.40	Solves equations and applied problems of the form $x/a = b$ and $x/a + b = c$.	Division Patterns, Algebra, Problem Solving	Equations	
M.9-12.41	Solves proportions, including using the means-extremes property.	Division Patterns, Number and Number Relationships	Proportion	
M.9-12.42	Writes and solves problems involving rate, ratio, and proportion, such as situations involving corresponding sides of similar figures, scale drawings, unit cost, distance-rate-time, relative frequency, and simple probability.	Division Patterns, Geometry, Probability, Problem Solving, Statistics, Number and Number Relationships	Rate, Ratio, Proportion, Similarity, Geometric Figures, Frequency	
M.9-12.43	Finds the area of a right triangle, any given triangle, other polygons, and solves problems involving such areas.	Measurement, Formulas, Geometry	Triangles, Right Triangles, Polygons, Area	
M.9-12.44	Estimates and finds exact or approximate values of the square root of a number.	Measurement Formulas, Estimation, Number and Number Relationships	Square Roots	
M.9-12.45	Applies the Pythagorean Theorem in problem-solving situations.	Measurement, Formulas, Geometry, Problem Solving	Pythagorean Theorem	
M.9-12.46	Finds the area and circumference of a given circle and solves problems involving area or circumference, such as circle graph problems.	Measurement Formulas, Geometry, Problem Solving, Statistics	Percents, Fractions, Graphs, Area, Circumference	

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
M.9-12.47	Finds the volume and surface area of a sphere and solves problems involving spheres.	Measurement, Formulas, Geometry, Problem Solving	Surface Area, Volume, Sphere	
M.9-12.48	Summarizes data in various ways, including mean, median, mode, and range.	Statistics, Problem Solving	Mean, Median, Mode, Range	

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Introductions for Courses in Mathematics
Quality Core Curriculum
9-12

Quantitative Literacy

Quantitative Literacy is a one- or two-semester course designed for students in the technology/career preparatory program. It may be an entry level course in ninth grade, or offered to students later in their high school program of study.

The focus of Quantitative Literacy is to foster student understanding of how statistics and probability help in making choices and drawing conclusions. In this course, students will develop the facility for dealing with data and for making intelligent decisions based on quantitative arguments. The objectives are to help them become informed citizens, discriminating consumers, and productive workers. Required topics are categorized into four modules that include gathering, exploring, and interpreting data; probability and simulation; statistical inference; and statistics in society.

In this course, activities are active, not passive, asking questions about the student's environment and finding quantitative methods to answer these questions. The emphasis in all work is on the analysis and the communication of this analysis, in contrast to a focus on a single correct answer. Different approaches and solutions for a problem should be discussed and evaluated with opportunities provided for student reflection. Sound examples should be used to build intuition rather than using probability paradoxes and misleading statistics to deceive or distort.

Real data from many sources and hands-on experience in working with data are employed whenever possible. Other disciplines being studied are excellent sources of data. Social Studies courses provide data on demography, economics, and societal characteristics, and laboratory courses in the physical and biological sciences provide opportunities for students to collect their own data. In this course, students are taught to be alert observers of the world around them since interesting data sets are found frequently in everyday life.

Technology is to be employed to facilitate analysis and interpretation. The importance of using calculators and computers is stressed as they are valuable tools that lessen the tedium of mindless computations and reduce the incidence of arithmetic error. The calculations should never be allowed to interfere with the analysis. Computers are also valuable because they allow students to conduct simulations and active experiments in an effective manner within the classroom. With computers, students can conveniently work with realistic problems, rather than with overly simplified contrived solutions. Note, however, that students should not be permitted to use the computer too quickly. Until the basic concepts are completely understood, students should be restricted to using a hands-on approach in problem solving.

In addition to traditional methods of student assessment, a variety of approaches should be used. These could include reports, journals, student-generated tests, and student projects. These methods are all valuable techniques for promoting the goals of the course because they encourage classroom discussion, varying opinions and interpretations, and several alternative conclusions. Both group and individual projects are required, and they represent an integral part of the students' work. The objectives of these projects are to involve students in the planning and conducting of experiments as well as the interpretation of the results.

The goal of the topic *Gathering, Exploring and Interpreting Data* is to prepare students to work and live in an information society. *Probability and Simulation* helps students develop an understanding of probability as a measure of chance through their participation in experiments, simulation of practical situations, and the application of these results over a large number of trials to develop the concept of theoretical probability. *Statistical Inference* teaches students how to use samples to get information about a population so that they will be able to make informed judgments about surveys and polls in the last topic. The goal of *Statistics in Society* is to teach students how to use quantitative information in decision making within society and their own environments.

This course should be a vehicle to help students make connections within mathematics and to form interdisciplinary links for students. By its broad applicability, the study of statistics is interdisciplinary and is inherent in all areas where quantitative information is required for decision making.

If circumstances dictate a one-semester course, the unit on statistics in society could be omitted without loss of continuity. However, such an omission would seriously detract from the students' perception of the use and value of statistical analysis in decision making within society. *Statistics in Society* represents the ultimate goal of the course. It is the capstone of the techniques and concepts that are presented in the first three topics. Thus, the content standards should be modified to fit into a tighter time schedule so that all four topics are included. Some suggestions follow.

Gathering, Exploring and Interpreting Data: The time devoted to Standard 1 could be reduced by conducting fewer and simpler data collection activities and shortening the class time spent in discussion and interpretation. Standard 7 could be omitted or have reduced emphasis. The rest of the standards in this topic need to be taught with less time dedicated to each one as the concepts presented here are prerequisite to the rest of the material in the course.

Probability and Simulation: The focus in this topic needs to be on student participation in experiments as a way to generate data used to evaluate empirical probabilities. Thus, it would not be advisable to move too quickly from the concrete, hands-on stage of the experimentation to the computer simulations. Less time could be spent on theoretical probability in Standards 10, 11, and 12. Also expected values (Standard 13) and the more advanced simulation problems in 14 could be omitted or reduced in emphasis.

Statistical Inferences: The amount of time devoted to constructing sampling distributions using student investigation could be reduced. The capture-recapture model (Standard 19) could be eliminated and minimal attention paid to hypothesis testing (Standard 20).

Statistics in Society: This unit could be shortened by careful selection of the types of experiments students are permitted to design, conduct, and analyze. Some time could also be gained by reducing the number of investigations performed and the number of media polls and surveys studied. Exercise caution in determining which practical problems to omit.

Georgia Quality Core Curriculum

Mathematics: Grade 9-12

Quantitative Literacy

Course	Content Standard	Topic	Concept	Notes
M.9-12.1	Conducts data collection activities and discusses and interprets results.	Gathering, Exploring, and Interpreting Data		
M.9-12.2	Constructs and interprets graphical representations of data including circle graphs, line graphs, pictographs, bar graphs, histograms, stem-and-leaf plots, and box-and-whisker plots. Compares several data sets using back-to-back stem-and-leaf plots or multiple box plots.	Gathering, Exploring, and Interpreting Data		
M.9-12.3	Organizes, summarizes, and characterizes data from own environment using tables and descriptive measures including the median, mean, mode, quartiles, percentiles, the range and the interquartile range.	Gathering, Exploring, and Interpreting Data		
M.9-12.4	Identifies possible trends in data including patterns, clusters, and outliers.	Gathering, Exploring, and Interpreting Data		
M.9-12.5	Constructs and interprets a scatter plot of bivariate data and makes predictions by using the median-fit line.	Gathering, Exploring, and Interpreting Data		
M.9-12.6	Understands the concept of correlation as a measure of the linear association between two variables.	Gathering, Exploring, and Interpreting Data		
M.9-12.7	Constructs and interprets a plot of data over time and uses medians to smooth times series data.	Gathering, Exploring, and Interpreting Data		
M.9-12.8	Uses manipulatives and devices that generate random outcomes, data sets produced from student observation and collection of real data, and computer-generated data to determine experimental probabilities.	Probability and Simulation		
M.9-12.9	Builds models for simulating a given practical problem and uses devices, random number tables or generators, calculators, and computers to provide an approximation to the solution of the problem.	Probability and Simulation		
M.9-12.10	Applies the results obtained from Standards1-14 to illustrate the Law of Large Numbers and to develop the concept of theoretical probability.	Probability and Simulation		
M.9-12.11	Assigns theoretical probabilities to equally likely events.	Probability and Simulation		
M.9-12.12	Recognizes and assigns probabilities to complementary events, evaluates the probability of a compound event, and distinguishes between independent and dependent events.	Probability and Simulation		

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
M.9-12.13	Computes expected values for simple experimental situations.	Probability and Simulation		
M.9-12.14	Performs simulations for practical problems where the probability of success is 1/2 and other than 1/2, and for situations with an unknown number of key components.	Probability and Simulation		
M.9-12.15	Plots experimental data and discusses possible interpretations.	Statistical Inference		
M.9-12.16	Constructs sampling distributions using student investigations and simulations.	Statistical Inference		
M.9-12.17	Constructs and interprets 90% box plots for various size samples and uses the box plots to summarize the sampling distribution.	Statistical Inference		
M.9-12.18	Constructs confidence intervals by comparing box plots and uses confidence interval estimates to interpret experimental data.	Statistical Inference		
M.9-12.19	Applies the capture-recapture model to generate a confidence interval.	Statistical Inference		
M.9-12.20	Formulates and tests hypotheses informally through confidence interval arguments.	Statistical Inference		
M.9-12.21	Plans and conducts experiments (investigations) and recognizes the aspects of an investigation that have impact on the results, such as sample size and bias.	Statistics in Society		
M.9-12.22	Distinguishes among sampling schemes and understands the concept of randomness.	Statistics in Society		
M.9-12.23	Interprets the outcomes of the analysis of data analysis from an investigation and communicates the results.	Statistics in Society		
M.9-12.24	Interprets results of polls and surveys discussed in the media including important surveys such as public opinion polls, the Nielsen ratings, the U.S. Census, and surveys that determine the consumer price indices.	Statistics in Society		
M.9-12.25	Finds examples of the use of statistics in such areas as business, medicine, agriculture, engineering, and industry.	Statistics in Society		
M.9-12.26	Uses the media to identify examples that use statistics correctly and to identify and correct misuses of statistics.	Statistics in Society		

Introductions for Courses in Mathematics
Quality Core Curriculum
9-12

Senior Mathematics

Senior Mathematics is a one- or two-semester course for college-bound students who have taken Algebra II but who will need additional preparation for Advanced Algebra & Trigonometry. The course is designed for students who do not intend to pursue a career that requires an extensive mathematical, scientific, or technical background but who do intend to take college mathematics courses. Realistic problem solving in concrete situations is emphasized. Algebraic and geometric topics are approached using numerical methods and appropriate technology.

Georgia Quality Core Curriculum

Mathematics: Grade 9-12

Senior Mathematics

Course	Content Standard	Topic	Concept	Notes
M.9-12.1	Solves problems throughout this course that involve selecting appropriate approaches and tools, estimating, and judging the reasonableness of results.	Problem Solving, Reasoning, Estimation		
M.9-12.2	Solves problems that relate concepts to other concepts and to practical applications, using tools such as scientific and graphing calculators and computers.	Problem Solving, Reasoning, Estimation		
M.9-12.3	Evaluates numerical expressions, using the proper keying sequence on the scientific or graphing calculator, and reviews order of operations, the distributive property, and rules for simplifying terms with and without variables.	Language of Algebra: Numbers and Variables		
M.9-12.4	Translates phrases to mathematical expressions and uses the distributive property to simplify terms and evaluate expressions.	Language of Algebra: Numbers and Variables		
M.9-12.5	Explains the mathematical function of calculator keys such as the constant, store, recall, exponent, squaring, sign-change, and reciprocal keys.	Real Number System		
M.9-12.6	Factors whole numbers into the product of primes and finds the greatest common factor and the least common multiple of two whole numbers, using the calculator.	Real Number System		
M.9-12.7	Adds, subtracts, multiplies, and divides integers, using appropriate tools such as mental computation or the calculator.	Real Number System		
M.9-12.8	Reduces fractions by factoring the numerator and denominator into products of primes using a calculator, and expresses a fraction a/b as na/nb where neither n nor b equals zero.	Real Number System		
M.9-12.9	Translates rational numbers from fractional to decimal notation, and the reverse, including infinite repeating decimals, using the calculator.	Real Number System		
M.9-12.10	Determines decimal approximation of a fraction or mixed number, and uses such approximations appropriately in computation involving calculators.	Real Number System		
M.9-12.11	Compares and orders fractions, mixed numbers, and decimals, using calculators and processes such as cross multiplication where useful; and locates (graphs) fractions, mixed numbers, and decimals on a number line.	Real Number System		
M.9-12.12	Adds and subtracts decimals and fractions using a calculator and paper and pencil, and models these operations both on a number line and algebraically.	Real Number System, Addition and Subtraction, Patterns and Models		

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
M.9-12.13	Explains the mathematical function of a reciprocal key on the calculator and uses the reciprocal and sign-change keys to evaluate and approximate rational number expressions.	Real Number System		
M.9-12.14	Multiplies and divides fractions and decimals using a calculator and paper and pencil, models multiplication using area, and models multiplication and division algebraically.	Real Number System, Multiplication and Division, Patterns and Models		
M.9-12.15	Multiplies and divides decimals by powers of ten mentally, and performs other mental computations where appropriate.	Real Number System		
M.9-12.16	Uses estimation strategies to predict computational results.	Real Number System, Computation and Estimation		
M.9-12.17	Translates fractions and decimals to percents, and percents to fractions and decimals.	Real Number System		
M.9-12.18	Solves problems involving rational numbers and expressions, and practical applications involving measurement and money, such as linear or temperature measure, wages, discounts, and so forth.	Problem Solving		
M.9-12.19	Uses the division algorithm for whole numbers to find the quotient and remainder when one positive whole number is divided by another, using both a calculator and algebraic representation.	Real Number System		
M.9-12.20	Uses the Euclidian algorithm to find the greatest common factor or least common multiple of two whole numbers and to reduce fractions to lowest terms, using a calculator.	Real Number System		
M.9-12.21	Evaluates exponential expressions, using the proper keying sequence on the scientific or graphing calculator, and reviews order of operations and rules of rational exponents.	Language of Algebra: Numbers and Variables		
M.9-12.22	Simplifies algebraic expressions involving rational exponents using appropriate tools.	Language of Algebra: Numbers and Variables		
M.9-12.23	Writes numbers in scientific notation, and uses both a calculator and rules of exponents to multiply and divide numbers in scientific notation.	Language of Algebra: Numbers and Variables		
M.9-12.24	Uses approximate numbers appropriately in calculator computations and recognizes error introduced by the use of approximate numbers.	Real Number System		
M.9-12.25	Finds solutions to problems accurate to a given number of decimal places, and recognizes situations such as measurement where approximations are appropriate.	Problem Solving		
M.9-12.26	Displays given data or information graphically, and graphs points and writes coordinates of points in the coordinate system.	Graphing		

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Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
M.9-12.27	Uses graphs to solve problems involving perimeter and area.	Graphing, Problem Solving, Measurement		
M.9-12.28	Solves problems involving exponents (such as those involving compound interest, inflation, population growth, depreciation, or carbon dating) or using calculators, computers and graphical representations.	Graphing, Problem Solving		
M.9-12.29	Uses graphs and problem-solving strategies, such as guess and check, to solve problems involving percent and mixture.	Graphing, Problem Solving		
M.9-12.30	Writes a linear equation in one variable that describes a given problem situation by organizing given information in chart or table form, and solves such equations.	Linear Equations in One Variable, Problem Solving		
M.9-12.31	Uses linear equations to solve problems involving percent, mixtures, geometric figures, coins, and travel.	Linear Equations in One Variable, Problem Solving		
M.9-12.32	Sets up a proportion involving one variable that describes a given problem situation and solves the resulting linear equation.	Linear Equations in One Variable, Problem Solving		
M.9-12.33	Solves for one variable in an equation in terms of another.	Linear Equations		
M.9-12.34	Solves an inequality in one variable and solves problems by interpreting information in the graph of an inequality.	Linear Inequalities in One Variable, Problem Solving		
M.9-12.35	Uses calculator function keys such as 1/x, square root of x, ln x, and x to the yth power to evaluate expressions, construct tables, and then graph the corresponding functions and other linear, polynomial, rational, exponential, and logarithmic equations.	Functions and Graphs		
M.9-12.36	Reviews concepts of relation, function, domain, and range, graphically and algebraically.	Functions and Graphs		
M.9-12.37	Uses the graphs from Standard 35, concepts such as symmetry, intercept, and asymptote, and appropriate tools such as calculators and computers to determine special relationships between functions, such as inverse functions, including domain, range, and whether the inverse of a function is a function.	Functions and Graphs		
M.9-12.38	Solves problems using graphs of linear, polynomial, rational, logarithmic, and exponential equations, using tools such as calculators and computers.	Functions and Graphs, Problem Solving		
M.9-12.39	Uses the concepts of slope and intercept to graph linear equations and inequalities; and to describe and identify vertical and horizontal lines, and perpendicular and parallel lines.	Linear Equations and Inequalities and Their Graphs		

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
M.9-12.40	Solves problems involving linear equations and inequalities and their graphs by interpreting information in their graphs.	Linear Equations and Inequalities and Their Graphs, Problem Solving		
M.9-12.41	Identifies slope as rate of change and uses calculators and computers to explore the effects of changes in slope and intercept on the graphs of linear equations; determines the existence and the number of solutions for a system of linear equations.	Linear Equations and Their Graphs		
M.9-12.42	Solves systems of linear equations in two and three variables using substitution, and systems of linear equations and inequalities in two variables using graphing.	Linear Equations and Inequalities and Their Graphs		
M.9-12.43	Solves problems involving systems of linear equations and inequalities using appropriate tools such as graphing, calculators, or computers to solve, approximate, and check solutions.	Linear Equations and Inequalities and Their Graphs, Problem Solving		
M.9-12.44	Solves quadratic equations by using methods such as completing the square, factoring, and the quadratic formula; uses calculators or computers to approximate and check solutions.	Quadratic Equations and Their Graphs		
45.9-12.45	Uses concepts of symmetry and intercept to graph and interpret graphs of quadratic functions and other polynomial functions, using calculators and computers as appropriate tools.	Polynomial Functions and Their Graphs		
M.9-12.46	Uses graphs of quadratic functions to interpret and solve problems.	Quadratic Equations and Their Graphs		
M.9-12.47	Uses graphing, calculators, or computers to solve systems of nonlinear equations.	Systems of Nonlinear Equations		
M.9-12.48	Recognizes how one specified variable may vary with respect to other variables in an equation, and identifies the constant of variation.	Variation		
M.9-12.49	Solves problems involving direct and inverse variation.	Variation		
M.9-12.50	Solves problems involving finding or approximating the area of common geometric figures and their composites, using appropriate formulas.	Measurement and Geometry		
M.9-12.51	Approximates, in a coordinate plane, distances between points and areas of geometric figures.	Measurement and Geometry		
M.9-12.52	Solves problems involving applications of the Pythagorean Theorem and the distance formula.	Measurement and Geometry		
M.9-12.53	Defines the six trigonometric functions as ratios of sides of right triangles.	Trigonometry		

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Course	Content Standard	Topic	Concept	Notes
M.9-12.54	Uses the calculator to evaluate trigonometric ratios for a given angle in either degrees or radians, to find an angle when a trigonometric ratio is known, and to illustrate the inverse nature of these relationships	Trigonometry		
M.9-12.55	Solves problems involving applications of trigonometric ratios	Trigonometry		
M.9-12.56	Graphs trigonometric functions using a calculator and applies concepts such as period and phase shift	Trigonometry		
M.9-12.57	Uses concept of rotation to define the trigonometric ratios of straight and obtuse angles and of angles measuring more than 180° or less than 0°, and finds the trigonometric ratios for angles defined by a point (x,y) and a distance r from the origin of the coordinate axis	Trigonometry		

Introductions for Courses in Mathematics
Quality Core Curriculum
9-12

Statistics

Statistics is a one- or two-semester college preparatory course designed for students who have completed Algebra I, Geometry or Informal Geometry, and preferably Algebra II. This course is not intended to replace Algebra II.

Statistics teaches students how to apply statistical methods in problem solving and in the evaluation of the many claims they encounter in their lives, thus increasing their social awareness and enhancing their career opportunities. Required concepts are categorized into four modules: data exploration, analysis, and prediction; sampling, surveys, and experimental design; empirical probability, simulation, and theoretical probability; and sampling distributions and inference. A fifth module includes enrichment activities and optional topics such as nonparametric statistics, geometric probabilities, proof techniques, and analysis of variance.

This course emphasizes the application of statistics to real-world phenomena. Illustrations drawn from many diverse areas provide examples of how statistics and probability permeate our lives. In some instances, these examples demonstrate the misrepresentation of statistics. Misleading statistics are discussed to show how the data should have been presented so that students become more discriminating consumers. Statistics should be taught in a manner which fosters the student's belief about the positive use of statistics in making choices and decisions, rather than an approach that places the emphasis on how to lie with statistics thus destroying the student's confidence. The focus is placed on the use of sound examples as illustrations.

In addition, it is essential that students understand the difference between statistical analysis which is qualified and often subjective in nature and the "right-or-wrong" characteristic of most mathematical studies. Emphasis is placed throughout the course on having students summarize the results of their problem-solving experiences, make projections and inferences about the source of the data, and participate in classroom discussions where varying opinions and interpretations are presented as several alternative conclusions may be reached.

Collecting, representing, and processing data require the use of calculators and computers to reduce the tedium of number crunching. Computing technology allows us to conduct simulations in a classroom easily, quickly, and inexpensively. Thus, students can conduct experiments using data from their environment which is interesting to them. Real data give the study of statistics both its legitimacy and its excitement. Student participation is an essential ingredient in this approach, which creates a natural progression from concrete experience to abstract reasoning.

Student projects are an integral part of the study of statistics. Both group and individual projects are required in this course because they provide a vehicle which meaningfully demonstrates the interconnections among the components of the course. These projects include designing an experiment, collecting and analyzing data, interpreting the results, and formulating conclusions.

The goal of the topic *Data Exploration, Analysis and Prediction* is to enable students to function in a data-centered world. The goal of *Sampling, Surveys, and Experimental Design* is for students to understand the concept of sampling and its role in making inferences and outcomes, and communicate the results. In *Probability and Simulation*, students learn how to make decisions in the face of uncertainty, develop an understanding of modeling in problem solving, and learn to approximate the solution to practical problems by using simulation. In *Sampling Distributions and Inference*, students learn how to make valid statistical inferences about populations on the basis of analyzing appropriately chosen samples. Initially, students acquire an intuitive understanding of inference through the application of innovative sampling techniques. Using outcomes of student experiments demonstrates the validity of the traditional inferential methods and serves as a foundation to the theoretical approach.

The enrichment activities and optional topics provide teachers with an array of topics and activities to enhance the course, to broaden and deepen its scope, and to establish connections between statistics and probability and other topics in mathematics. Geometric probability should be integrated throughout the course, and at least one other optional topic is required. Students' previous experience will dictate which of the other topics are appropriate as well as when and how they will be integrated into the course.

In this course probability and statistics are developed in a manner that emphasizes their interrelatedness. Statistical inference can not be applied in decision-making situations without a good understanding of probability. The application of probability distributions as mathematical models is greatly enhanced if simulations have first been performed so that the appropriateness of a particular model as an approximation to real process has been verified by the students' own experiments.

If circumstances dictate a one-semester course, the unit on statistical inference could be omitted without loss of continuity. However, such an omission would seriously detract from the students' perception of the use and value of statistical analysis since inference and decision making through the process of generalizing from samples are important goals of the study of statistics. Instead, content standards should be modified to fit into a tighter time schedule so that the critical concepts in all four topics are included. The time spent on enrichment activities could be shortened by omitting all of the topics except geometric probability. Some suggestions follow.

Data Exploration, Analysis, and Prediction and *Sampling, Surveys, and Experimental Design*: These topics need to be taught in their entirety with less time dedicated to each since the concepts presented here are prerequisite to the rest of the material in the course.

Probability and Simulation: Include Standards 13 and 14 as this approach to developing the concept of probability is critical to the goals of the course. The number of student experiments could be reduced. Omit Standards 15 and 17 or reduce the time devoted to them. Omit counting techniques and conditional probability in Standard 16. Reduce the time devoted to the study of random variables in Standard 18. In Standard 19, restrict the study of probability distributions to the binomial, normal, and chi square.

Sampling Distributions and Inference: Reduce the time dedicated to Standards 20 and 21. The concept of using confidence intervals to accomplish statistical inference should be taught. Given the time limitations a one-semester course imposes, the emphasis needs to be on conceptual understanding rather than on mastery of techniques.

Mathematics: Grade 9-12

Statistics

Course	Content Standard	Topic	Concept	Notes
M.9-12.1	Organizes, summarizes, characterizes, and interprets data from practical situations using relevant data sets by constructing tables, graphs, and charts including frequency distributions, histograms, line plots, stem-and-leaf plots, box plots, and scatter plots for bivariate data.	Data Exploration, Analysis, and Prediction		
M.9-12.2	Summarizes data using measures of central tendency (median, mean, and mode), and measures of spread (range, interquartile range, and standard deviation.)	Data Exploration, Analysis, and Prediction		
M.9-12.3	Identifies trends in data represented graphically, including patterns, clusters, and outliers.	Data Exploration, Analysis, and Prediction		
M.9-12.4	Analyzes bivariate data represented graphically and predicts results by fitting a line to the data, using methods such as median fit and least squares and tools such as computers and calculators.	Data Exploration, Analysis, and Prediction		
M.9-12.5	For a given bivariate scatter plot or data set, characterizes the correlation, calculates the correlation coefficient, and determines if a linear relationship exists.	Data Exploration, Analysis, and Prediction		
M.9-12.6	Understands the effect that linear transformations have on the analysis and exploration of data.	Data Exploration, Analysis, and Prediction		
M.9-12.7	Identifies sound examples of applying statistics in decision making and corrects misuses of statistics.	Data Exploration, Analysis, and Prediction		
M.9-12.8	Distinguishes between samples and populations, identifies characteristics of representative samples to minimize bias and error, and recognizes the variability among repeated samples drawn from the same population.	Sampling, Surveys, and Experimental Design		
M.9-12.9	Understands the concept of randomness as applied to sample selection and identifies other sampling techniques appropriate to given situations.	Sampling, Surveys, and Experimental Design		
M.9-12.10	Designs a survey or an opinion poll, or chooses other methods of data collection to solve problems.	Sampling, Surveys, and Experimental Design		
M.9-12.11	Collects and analyzes data using experimental models and random number tables and generators.	Sampling, Surveys, and Experimental Design		
M.9-12.12	Interprets the outcomes of the data analysis and communicates the results.	Sampling, Surveys, and Experimental Design		

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Course	Content Standard	Topic	Concept	Notes
M.9-12.13	Uses student-generated data sets, games of chance, manipulatives, and historic data to estimate probabilities with the empirical approach. Applies the results obtained from active experiments to illustrate the Law of Large Numbers and to develop the concept of theoretical probability.	Probability and Simulation		
M.9-12.14	Uses the eight-step process to build a model for simulating a given practical problem situation and uses manipulative materials, random number generators, calculators, and computers to perform the simulation to provide an approximation to the solution of the problem.	Probability and Simulation		
M.9-12.15	Performs simulations for problems where the probability of success is 1/2 and other than 1/2, and perform simulations for situations with an unknown number of key components.	Probability and Simulation		
M.9-12.16	Applies counting techniques and calculates the probability of the union and the intersection of two events, the probability of the complement, and conditional probability.	Probability and Simulation		
M.9-12.17	Distinguishes between odds and probabilities and finds the odds associated with given events.	Probability and Simulation		
M.9-12.18	Assigns probabilities to the outcomes of a random variable and calculates expected value.	Probability and Simulation		
M.9-12.19	Distinguishes between discrete and continuous distributions and solves problems using probability distributions, including binomial, normal, Poisson, and chi square.	Probability and Simulation		
M.9-12.20	Constructs sampling distributions from binomial populations using student experiments, random number tables, and computer simulations.	Sampling Distributions and Inference		
M.9-12.21	Constructs and interprets 90% and 95% box plots for various size samples, and uses the box plots to summarize the sampling distribution.	Sampling Distributions and Inference		
M.9-12.22	Develops the concept of estimating population parameters using confidence intervals produced from comparisons of box plots, and applies the capture-recapture model to generate a confidence interval for the population.	Sampling Distributions and Inference		
M.9-12.23	Applies the Central Limit Theorem and understands its impact on the distribution of the sample mean, including the effect of sample size.	Sampling Distributions and Inference		
M.9-12.24	Develops estimates (both point and interval) for parameters (such as the mean, standard deviation, and proportion of successes) and tests hypotheses concerning these parameters using appropriate statistical models.	Sampling Distributions and Inference		

Course	Content Standard	Topic	Concept	Notes
M.9-12.25	Uses distribution-free or nonparametric methods as alternatives to statistical analyses that make assumptions about the populations sampled. (Applications from practical problems can be presented using such measures as the sign test, the Mann-Whitney U test, and Spearman's rank correlation test.)	Enrichment Activities and Optional Topics: Nonparametric Distribution		
M.9-12.26	Uses geometric probability to develop problem-solving skills through experiments whose outcomes can be represented by points in a geometric region.	Enrichment Activities and Optional Topics: Geometric Probability		
M.9-12.27	Uses mathematical induction, the derivation of certain formulas, the verification of appropriate properties, proofs of equivalence, and deductive reasoning.	Enrichment Activities and Optional Topics: Proof Techniques		
M.9-12.28	Analyzes the source(s) of variation, and interprets and draws conclusions when solving applied problems. (Sources may include the difference between samples and populations, sampling variability, the application of probability to make generalizations and predictions about populations based on the analysis of samples, the concept of random or chance variation, and analysis of variance.)	Enrichment Activities and Optional Topics: Analysis of Variance		

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Georgia's Quality Core Curriculum

Science
Grades 9-12

Introduction to Science
Quality Core Curriculum
K-12

The revision of the Science section of the K-12 Quality Core Curriculum (QCC) involved the intensive efforts of science teachers, scientists and other science educators. These practitioners closely examined the 1988 QCC and sought to produce a sequential document that establishes high expectations for every student and enhances day-to-day instruction.

The document reflects a combination of the present (1988) Georgia QCC, the National Science Education Standards, Project 2061: Benchmarks for Science Literacy and the Georgia Framework for Learning Mathematics and Science. K-8 is organized by grade clusters K-3, 4-5, and 6-8. The topics in these clusters which contain concepts, content standards, and skills may be moved from one grade level to another within the cluster by the local school systems.

At each grade level, kindergarten through eighth, the Science QCC has three major strands: physical science, life science and earth/space science as well as content standards dealing with science, technology, and society. The strands can be arranged by grade levels or taught as an integrated science program as determined by the local school system. Physical science, biology, chemistry, and physics for high school were revised to build on the concepts presented in the K-8 curriculum.

At each grade level, objectives are included for science inquiry and processes, reference skills, safety, and tools used in Science. These objectives should be integrated into instructional activities addressing these concepts and content standards rather than taught in isolation.

Science develops thinking, problem-solving, and lifelong learning skills. Science process and inquiry skills are essential to the development of skills necessary to live interesting, responsible, and productive lives. Science instruction lends itself to integration with other subject areas and can generate student interest and motivation for all subject areas. Students should be actively engaged in the learning process via hands-on/minds-on science activities and experiences.

Our economic development and national survival are contingent on the education we provide our students. Educational development in the state of Georgia will help us produce future scientists and engineers who can maintain our country's technological competitiveness.

Assessment in Science should provide opportunities for students to demonstrate in a variety of ways what they have learned. Good assessment is a learning experience. As we provide students with effective assessment opportunities, we can monitor how well instruction is meeting the learning needs of students. If assessment is shared with students as instruction begins, planning, teaching, and learning become more focused. Ongoing professional development and networking experiences for teachers will promote confidence and competence in science instruction.

The developers of the Georgia Science QCC have drawn extensively on statements published by the American Association for the Advancement of Science, the National Research Council, the Georgia Framework for Learning Mathematics and Science, and the National Science Education Standards as to what all students should know and be able to do.

Philosophy of Science

Science education in Georgia must provide students with the concepts and skills necessary to be responsible, active caretakers of their micro and macro environment. The Science curriculum must be designed to be a blend of science concepts and science process skills. Students must be actively involved in hands-on scientific investigation in the exploration of the world in which they live. Students must develop critical thinking skills that enable them to base decisions on valid scientific evidence. Students must be equipped with the problem-solving skills and scientific concepts to address the influence of science and technology on society. Ultimately, the Science curriculum must be designed to provide students with the opportunity to acquire sufficient scientific knowledge and skills to function effectively in, and contribute positively to, society.

The Science programs in Georgia should be consistent with the cognitive, social, emotional, and physical development of the student. These programs should be consistent with the nature and values of science which include its philosophy, methods of investigation and verification, conceptual organization, and accumulated knowledge. They should reflect an involvement with both immediate and future life needs in terms of solving personal and social problems. Finally, science programs should reflect science as part of an integrated whole, not an isolated discipline.

Science Inquiry and Processes

Students will:

- Ask questions about events
- Keep accurate records of observations and investigations
- Use data to support inferences and predictions
- Use data, experience, evidence, and models to construct explanations

- Make sketches and diagrams to explain ideas, procedures and results
- Organize data into tables, charts, and graphs for interpretation
- Plan, design, and conduct scientific investigations to answer questions

To accomplish the above, students will regularly:

- Make qualitative and quantitative observations
- Classify objects and phenomena
- Communicate with others
- Make inferences and predictions
- Use estimation and metric measurement
- Formulate hypotheses
- Identify and control variables
- Design experiments
- Interpret data

Reference Skills

- Uses encyclopedias, books, science reference magazines, and other media to obtain information related to science concepts.

- Uses computer databases, online resources, and other electronic media to obtain information about science concepts.

- Uses indices, tables of contents, and online searches to locate information related to science concepts.

Safety

Identifies and practices accepted safety procedures in manipulating science materials and equipment.

Tools

Uses appropriate tools to collect and analyze data and solve problems.

Basic Process Skills

Observation includes using one or more of the senses to determine attributes, properties, similarities, differences, and changes in natural phenomena and objects. Observations can be made directly with the senses or indirectly through the use of simple or complex instruments.

Classification includes organizing objects or events according to similarities and differences selected by the observer. Classification includes sorting elements into groups on the basis of common characteristics and ordering (sequencing) elements by relationships among the elements.

Communication includes the presentation and explanation of experiences with objects or events by means of oral or written descriptions, pictures, graphs, charts, maps, demonstration, and/or other methods.

Measurement includes the comparison of an unknown quantity (e.g., length, mass, or temperature) with a known quantity such as a pupil-made standard or the metric standards of length, area, volume, mass, temperature, force, time or electrical charge. Measurement includes the ability to estimate or compare an object or event with a frame of reference. Measurement involves the skillful, effective use of instruments.

Prediction includes suggesting what will occur in the future based on observations, measurements, and inferences about the relationships between or among observed variables. Predictions may be used to generalize that under a certain set of circumstances, a certain outcome may be expected, or they may be used to describe outcomes beyond the observed data. The accuracy of a prediction is closely related to the accuracy of the observations.

Inference includes the use of observations and past experiences to reach a conclusion about a probable cause or about future outcomes. Inferring from a set of data may lead to several nonconclusive inferences. Only further investigations and additional data may validate an inference.

Higher Level Process Skills

Identification of variables includes finding the variables of a system and selecting those to be held constant.

Manipulation of variables includes the identification of trends or patterns in sets of data. Patterns in data may be used to establish generalizations, make predictions and formulate hypotheses. Interpreting data involves organizing, analyzing, synthesizing, and evaluating patterns in the data.

Interpretation of data includes the identification of trends or patterns in sets of data. Patterns in data may be used to establish generalizations, make predictions, and formulate hypotheses. Interpreting data involves organizing, analyzing, synthesizing, and evaluating patterns in the data.

Operational definition includes defining objects in the context of a common experience, telling one what to do to or with an object and what to observe as a result of the action.

Formulation of models includes describing or constructing physical, verbal, mental or mathematical explanations of systems and interrelated phenomena that cannot be observed directly. Models may be used in predicting outcomes of planned investigations.

Experimentation includes the design and implementation of procedures to obtain reliable information about interrelationships between objects and events. Investigating includes formulating and solving a problem and experimenting and drawing conclusions.

Construction of hypotheses includes formulating generalizations that include all objects or events of the same class. Questions, inferences, and predictions can lead to the formation of a hypothesis. The hypothesis must be tested if its credibility is to established.

Drawing conclusions includes interpreting data acquired through experimentation to determine whether a hypothesis is supported.

Georgia Quality Core Curriculum

Science: Grade 9-12

Biology

Course	Content Standard	Topic	Concept	Notes
S.9-12.1	Uses terms and processes employed in scientific research 1.1 Demonstrates proficiency in the use of science process skills in laboratory and/or field activities involving observation, classification, communication, metric measurement, prediction, inference, identifying variables, formulating hypotheses, controlling variables, making operational definitions, designing investigations, experimenting, collecting qualitative and/or quantitative data, constructing a data table, graphing, analyzing, and interpreting data and/or drawing conclusions. 1.2 Produces written reports of laboratory and/or field activities in accepted formats and use precise language for presentations of procedure, tables of data, graphs, analytical methods, results, and analyses of error. 1.3 Uses laboratory equipment to conduct safe and accurate laboratory work. 1.4 Demonstrates the proper care and use of the microscope and how to prepare slides.	Science Process Skills, and Laboratory Safety	Scientific measurements, observations, and experimentation are activities that should be practiced weekly.	Assessment Recommendations: Content standards for skills, laboratory safety and research should not be focused on as a separate unit. These concepts should be included as hands-on lab activities throughout the year in weekly lab activities. Common methods of assessment used by teachers include: creative writing, teacher-developed tests, tutorial computer activities, and textbook-developed tests. Prepares science fair project, collects and plots laboratory data, evaluates student-prepared wet mount slides.
S.9-12.2	Demonstrates appropriate use of reference sources to access, analyze, evaluate, and present information related to research problems. 2.1 Uses media resources such as print, audiovisual, and online services to find information.	Research	Reference materials are available in media centers to help students research and evaluate information.	Assessment Recommendations: Researches a paper/topic report, makes a presentation.
S.9-12.3	Explains the significance of biology (e.g., impact on daily life). 3.1 Defines biology and major divisions (e.g., botany and genetics). 3.2 Explains the use of biology in daily life.	Nature of Biology	The numerous divisions of biology provide volumes of information about living things. These sciences have a major impact on the lives of organisms.	Assessment Recommendations: Competes orally in a bee of vocabulary terms.
S.9-12.4	Explains the cellular basis of life. 4.1 Distinguishes between living and nonliving things (e.g., characteristics of living things). 4.2 States the cell theory. 4.3 Differentiates between prokaryotes and eukaryotes. 4.4 Identifies common cell organelles and describe the function of each (e.g., diagrams and microscopic examinations). 4.5 Distinguishes between unicellular and multicellular organisms.	Cellular Biology (Structure)	Within individual cells are specialized parts for the transport of materials, energy capture and release, protein construction, waste disposal, information feedback, and motility. All cells in multicellular organisms perform some special functions that other cells cannot.	Assessment Recommendations: Draws, diagrams, makes a model, and conducts microscopic examinations of cells.

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
S.9-12.5	Explains homeostasis and describes the transport of materials through cell membranes. 5.1 Explains the role of homeostasis in maintaining life 5.2 Cites examples of homeostatic mechanisms in unicellular and multicellular organisms. 5.3 Describes processes whereby substances enter and leave the cell (passive and active transport mechanisms) 5.4 Compares the reaction of plant and animal cells in solutions of different solute concentrations, (e.g., isotonic, hypotonic, and hypertonic solutions).	Cellular Biology (Homeostatis)	Every cell is covered by a membrane that separates it from its external environment and controls what substances can enter and exit the cell. Living organisms respond to changes in their surroundings in such a way as to maintain a constant internal environment.	Assessment Recommendations: Demonstrates and compares diffusion and osmosis. Observes the effects of different solutions on cells (e.g., egg in hypotonic, hypertonic, and isotonic solutions).
S.9-12.6	Recognizes that life has a chemical basis 6.1 Demonstrates an understanding of basic chemical principles. (e.g., phases of matter, atomic structure, bonding, acids, bases) 6.2 Identifies the elements of the earth,s atmosphere and crust that comprise living cells 6.3 Explains the special role of water in living systems. 6.4 Describes the four basic types of organic compounds (carbohydrates, lipids, proteins, and nucleic acids) and their functions in the cell.	Biochemistry (Chemical Concepts)	A living cell is composed of a small number of elements: mainly carbon, hydrogen, nitrogen, oxygen, phosphorous, and sulfur. These elements are composed of atoms that have distinct structures. Atoms combine to form the important compounds found in living systems.	Assessment Recommendations: Draws or makes a model showing structure/bonding of compounds. Examines in the lab the properties of organic compounds.
S.9-12.7	Explains the processes of photosynthesis and respiration. 7.1 Diagrams and explains ATP-ADP cycle 7.2 Lists the reactants, products, and other requirements of photosynthesis. 7.3 Lists the reactants, products, and other requirements of respiration.	Biochemistry (Photosynthesis and Respiration)	The energy for life is derived from the sun through photosynthesis. Plants and algae capture solar energy and use it to combine molecules of carbon dioxide and water into glucose. Oxygen is released through this process. The energy stored in bonds between atoms can also be used as a source of energy for life processes. Energy is released when bonds of glucose molecules are broken, and new compounds with lower energy bonds are formed. Cells store energy in molecules of ATP.	Assessment Recommendations: Compares and contrasts photosynthesis and respiration.

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
S.9-12.8	Explains the structure of DNA and RNA and their role in protein synthesis 8.1 Describes the double-helix model 8.2 Summarizes the processes of replication, transcription, and translations	Biochemistry (Protein Synthesis)	DNA and RNA are composed of strands of nucleotides. DNA molecules are shaped like a helix. RNA molecules are single stranded. Cells store and use information to guide their functions. The genetic information stored in DNA is used to direct the protein synthesis that each cell requires. Proteins are long, folded, twisted chains of molecules made from 20 different amino acids. The function of each protein depends on the sequence of amino acids in it. The chain ,s shape is a consequence of attractions between the chain ,s parts.	Assessment Recommendations: Constructs a double helix. Demonstrates replication, transcription, and translation through lab kits.
S.9-12.9	Describes the process of cell division 9.1 Identifies the phases of mitosis 9.2 Describes the process of cytokinesis 9.3 States the significance of mitosis to unicellular and multicellular organisms 9.4 Compares meiosis in sperm and egg formation, (e.g., cell number, cell size, and chromosome number)	Genetics (Cell Division)	Cell division is an orderly process that can be described by a sequence of phases. Cell division provides a method of reproduction in unicellular organisms and is a method of cell growth and replacement in multicelluar organisms.	Assessment Recommendations: Makes/uses flash cards for phases of mitosis. Compares the pictures and explains the changes that occur in each mitotic phase. Identifies phases of mitosis on prepared slides. Draw/smodels phases in egg and sperm formation. Uses kits to demonstrate phases of meiosis.
S.9-12.10	Explains and uses the basic Mendelian genetic principles 10.1 Defines important genetic terms 10.2 Given parental genotypes, predicts the phenotypic, and genotypic probabilities of subsequent generations	Genetics (Mendelian Genetics)	Gregor Mendel developed the science of genetics by studying pea plants and keeping meticulous records of their characteristics. Through his observations he developed the principles of dominance, recessiveness, segregation, and independent assortment. Punnett squares can be used to predict ratios of offspring from genetic crosses.	Assessment Recommendations: Uses Punnett Square to demonstrate a genetic cross, (e.g., monohybrid cross, dihybrid cross, and trihybrid cross (see the phenotypic and genotypic patterns).

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Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
S.9-12.11	Describes patterns of inheritance and genetic engineering. 11.1 Relates normal patterns of genetic inheritance to genetic variation (e.g., crossing over). 11.2 Relates abnormal patterns of genetic inheritance to genetic disorders and disease (e.g., nondisjunction). 11.3 Lists significant contributions of genetic engineering to agricultural and medical practices.	Genetics (Patterns of Inheritance)	Genes are segments of DNA molecules. Mutations in genes can be caused by inserting, deleting, or substituting DNA segments, and by radiation and/or chemical contamination. A mutated gene may be passed on to every cell that develops from it. The resulting features may help, harm, or have little or no effect on the offspring's success in its environment. New varieties of farm plants and animals have been engineered by manipulation of their genetic instructions. Knowledge of genetics is opening new fields of health care diagnosis and treatment.	Assessment Recommendations: Presents pedigree of several generations of their own family demonstrating genetic traits or disorders. Reports on genetic contributions to agriculture, animal husbandry, or medicine.
S.9-12.12	Describes and applies concepts of origins. 12.1 Explains historical and current theories of origins (e.g., Big Bang, evolution, and others). 12.2 Compares micro- and macro-evolution. 12.3 Explains natural selection and how it is affected by environmental changes.	The Theory of Evolution: Origins of Life and the Universe	The basic idea of the theory of evolution is that the earth's present-day species developed from earlier distinctly different species, as a consequence of the interactions of (1) the potential for a species to increase its numbers, (2) the genetic variability of offspring due to mutation and recombination of genes, (3) a finite supply of the resources required for life, and (4) the ensuing selection by the environment of those offspring better able to survive and leave offspring. Natural selection leads to higher proportions of organisms in a population that are well suited for survival in particular environments. Chance alone can result in the persistence of some inherited characteristics having no survival or reproductive advantage or disadvantage for the organism. When an environment changes, the survival value of some inherited characteristics may change.	Assessment Recommendations: Charts era or periods or evolutionary timelines.

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
S.9-12.13	Discriminates relationships when using a classification model to group living things 13.1 Recognizes and uses the Linnean system of nomenclature as an accepted system of classification 13.2 Uses a dichotomous key to classify a variety of living things based on structural similarities and differences in a laboratory setting 13.3 Describes characteristics of organisms and identifies examples of at least five different kingdoms 13.4 Identifies common examples of organisms in each of the kingdoms	Classification	Organisms are classified into a hierarchy of groups and subgroups based on their similarities	Assessment Recommendations Simulates a dichotomous key using household goods
S.9-12.14	Explains the structure and function of viruses. 14.1 Describes the structure of viruses and the manner in which they infect living cells 14.2 Describes transmission, treatment, and possible prevention of specific viral diseases	Diversity of Life (Viruses)	Viruses are subcellular organisms that have an inner core of DNA or RNA. Viruses cannot perform life,s functions, but when they successfully invade other living organisms, they destroy the cell nuclei and reproduce new viruses that invade and infect surrounding cells. This process continues until the whole organism is infected. Viruses attack specific sites on plants and animals.	Assessment Recommendations Makes models or posters of the shapes or structures of various viruses Identifies pictures of viruses
S.9-12.15	Describes characteristics and examples of monerans. 15.1 Describes the cellular structure and the conditions necessary for growth and reproduction 15.2 Describes common diseases caused by bacteria and their treatments (e.g., streptococcal, infections, pneumonia) 15.3 Describes methods of bacterial control in food preparation, handling, and storage 15.4 Lists beneficial effects of monerans	Diversity of Life (Kingdom Monera)	Bacteria are prokaryotic organisms. They lack membrane bound organelles and a defined nucleus. Monerans can be both helpful and harmful to other organisms.	Assessment Recommendations. Makes models/posters of the shapes/structures of various bacteria. Identifies prepared slides of bacteria. Reports on illnesses due to contaminated food.
S.9-12.16	Describes the characteristics and examples of protists 16.1 Compares the phyla of protozoa 16.2 Compares alga phyla and identify examples of each 16.3 Describes the beneficial and harmful effects of protozoa and algae	Diversity of Life (Kingdom Protista)	Because various algae and protozoa have both plant and animal characteristics, they are placed in kingdom Protista. Protozoa are placed into groups based on their means of locomotion. Helpful and harmful species of protozoa exist. Algae are autotrophic organisms that greatly benefit life on earth.	Assessment Recommendations Looks at live specimens of selected protozoa via microscope Using water with algae and a prepared key of algae, compares and identifies specimen
S.9-12.17	Describes the characteristics and list examples of fungi 17.1 Compares and identifies fungi phyla. 17.2 Explains the beneficial and harmful effects of fungi	Diversity of Life (Kingdom Fungi)	Fungi are spore-producing heterotrophs that have a major role in the decomposition of dead organisms. Some fungi species are edible; others are quite harmful.	Assessment Recommendations: Students compares and identifies fungi specimens from their environment

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Course	Content Standard	Topic	Concept	Notes
S.9-12.18	Describes the similarities and differences of spore producing plants. 18.1 Identifies the structure for nonvascular and vascular spore producing plants. 18.2 Describes the conditions necessary for growth and reproduction. 18.3 Explains the life cycles of mosses and ferns.	Diversity of Life (Kingdom Plantae: Spore Producers)	Nonvascular, spore-producing plants are found in a variety of moist habitats, but remain small due to a lack of true vegetative organs. Vascular, spore-producing plants have true vegetative organs and therefore are found in a greater variety of habitats. Spore-producing plants exhibit alternation of generations.	Assessment Recommendations: Using live fern and moss specimens, identifies their structures and life cycle stages.
S.9-12.19	Describes the similarities and differences of seed producing plants. 19.1 Lists and describes distinguishing characteristics of gymnosperms and angiosperms. 19.2 Describes the structure and function of roots, stems, leaves, and flowers. 19.3 Explains the process of sexual and asexual plant reproduction (e.g., pollination, fertilization, germination). 19.4 Describes the importance of seed plants for food, medicine, and other products.	Diversity of Life (Kingdom Plantae: Seed Producers)	Seed-producing plants are the dominant form of plant life on earth today. Seed plants are categorized by their reproductive structure. Seed plants have a variety of forms and vary greatly in size, but al possess true roots, stems, and leaves.	Assessment Recommendations: Dissects and identifies flowers and their parts. Compares complete and incomplete flowers. Provides and compares pine needles, male or female cones.
S.9-12.20	Describes the anatomy and physiology of each phyla of invertebrates. 20.1 Explains the classification of organisms within each phyla. 20.2 Identifies major structures and their functions for common organisms in each phylum of invertebrates. 20.3 Describes the life processes of selected organisms in each phylum, i.e., 20.4 Evaluates the economic significance of certain invertebrates.	Diversity of Life (Kingdom Animalia: Invertebrates)	The majority of animal species are invertebrates. They are divided into a number of phyla, and they show a broad range of complexity. The different invertebrates have unique structures and life cycles. Invertebrates play a major role in the lives of many other organisms. They have both harmful and helpful effects on other organisms.	Assessment Recommendations: Dissects selected invertebrates to compare internal and external structure. Reports health problems caused by invertebrates.
S.9-12.21	Describes the anatomy and physiology of classes of vertebrates. 21.1 Explains the taxonomy of each class of vertebrates. 21.2 Identifies major structures and their functions for common organisms in each class of vertebrates. 21.3 Describes the life processes of common organisms in each class of vertebrates (reproduction, response, nutrition, and behavior).	Diversity of Life (Kingdom Animalia: Vertebrates)	The phylum Chordata contains animals with backbones. These animals are divided into the various classes of vertebrates based on distinct characteristics and life histories. Vertebrates have both positive and negative effects on other organisms.	Assessment Recommendations: Dissects selected vertebrates to identify internal and external structures.

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Course	Content Standard	Topic	Concept	Notes
S.9-12.22	Analyzes the overall organization of the human body. 22.1 Describes the basic function of each body system. 22.2 Explains how the organ systems interact to maintain homeostasis.	Human Body (Organization)	The proper operation of the human body is dependent upon each system performing its individual functions and working in harmony with the other systems.	Assessment Recommendations: Identifies and labels organs of each human body system. Identifies and labels the parts of each human body organ. Identifies and labels major bones and muscles of a human skeleton.
S.9-12.23	Describes the anatomy of each system. 23.1 Identifies the organs and structural parts present in each system (e.g., circulatory: heart, arteries, veins, and capillaries). 23.2 Describes the basic structure of the major organ in each system (e.g., heart: chambers, valves; lungs: bronchi, bronchioles, and alveoli).	Human Body (Anatomy)	Each body system has distinct identifiable parts.	Assessment Recommendations: Dissects.
S.9-12.24	Describes the physiology of each system. 24.1 Identifies the function of each structural part in the human body system. 24.2 Explains how the parts interrelate in a functioning system.	Human Body (Physiology)	Each part of a body system has a particular role. The parts work together to fulfill the overall function of that system.	Assessment Recommendations: Measures and relates heart rate, blood pressure, and respiration rate.
S.9-12.25	Explains the structure of an ecosystem. 25.1 Identifies and explains the interactions of biotic and abiotic factors in an ecosystem. 25.2 Explains the components of a community (e.g., populations, species, niche, and habitat). 25.3 Traces the flow of matter and energy through a food chain and food webs. 25.4 Describes changes that occur in an ecosystem (e.g., ecological succession). 25.5 Uses the principles of population growth to describe how a population changes.	Ecology (Ecosystems)	The atoms and molecules on earth cycle through living and nonliving components of the biosphere. Organisms make up populations of a species and have particular habitats and niches. Energy flows through ecosystems in one direction (from photosynthetic organisms to herbivores to carnivores and decomposers). Organisms both cooperate and compete in ecosystems. The interrelationships and interdependencies of these organisms may generate ecosystems that are stable for hundreds or thousands of years. As a population of organisms grow, it is held in check by one or more environmental factors: (depletion of food or nesting sites, increased number of predators or parasites). If a disaster such as flood or fire occurs, the damaged ecosystem is likely to recover in states that eventually result in a system similar to the original one.	Assessment Recommendations: Makes posters showing food chain/food web of certain ecosystems. Uses computers to simulate population change, niche, etc.

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Course	Content Standard	Topic	Concept	Notes
S.9-12.26	Lists and describes the major biomes of the world. 26.1 Locates the major biomes on a world map. 26.2 Compares the biotic and abiotic factors that distinguish the major biomes.	Ecology (Biomes)	The world can be divided into distinct biomes with particular living and nonliving components.	Assessment Recommendations Uses a map to locate major biomes on Earth.
S.9-12.27	Assess the impact of man's activities on the environment and explore ways to help solve ecological problems. 27.1 Analyzes the possible causes of certain ecological problems (e.g., acid rain and pollution). 27.2 Identifies possible solutions to current ecological problems.	Ecology (Environmental Issues)	Human beings are part of the Earth's ecosystem. Human activities can alter the equilibrium in ecosystems. Ecological problems that exist today have various solutions that are being implemented or are yet to be discovered.	Assessment Recommendations Reports on current environmental issues and discusses the problems and possible solutions.

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Science: Grade 9-12

Chemistry

Course	Content Standard	Topic	Concept	Notes
S.9-12.1	Uses science process skills in laboratory or field investigations, including observation, classification, communication, metric measurement, prediction, inference, collecting and analyzing data. 1.1 Designs and conducts a scientific experiment that identifies the problem, distinguishes manipulated, responding and controlled variables, collects, analyzes and communicates data, and makes valid inferences and conclusions. 1.2 Evaluates procedures, data and conclusions to determine the scientific validity of research	Inquiry, Process and Problem Solving	Accepted methods, processes, and procedures are used to conduct scientific studies.	
S.9-12.2	Uses traditional reference materials to explore background and historical information regarding a scientific concept. 2.1 Uses current technologies such as CD-ROM, Internet and online data searches to explore current research related to a science concept	Inquiry, Process and Problem Solving	Appropriate information technologies help humans explore scientific concepts.	
S.9-12.3	Learns and uses on a regular basis standard safety practices for laboratory or field investigations. 3.1 Learns and uses safety procedures specific to an investigation or research activity	Inquiry, Process and Problem Solving	Effective safety practices are essential to perform scientific investigations.	
S.9-12.4	Gives examples of industrial processes that have been derived from scientific research and describe the impact on society.	Inquiry, Process and Problem Solving	The development of chemical research impacts scientific knowledge and society.	Assessment Recommendations: Traces chemical research influence on an ecological problem.
S.9-12.5	Describes the fundamental parts of the atom. 5.1 Uses the periodic table to identify atomic number and mass. 5.2 Relates relative position of elements on the periodic chart to period and group reactivity trends. 5.3 Describes the relationships of ionization energy and electron affinity to atomic radius and describes the relationship of valence electrons to reactivity trends in the periodic table.	Atomic Structure and Patterns of Reactivity	The periodic table describes elements, their composition, and reactivity.	Skills: Reference Model development Inference Model development Assessment Recommendations: Uses periodic chart as part of assessment.

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Course	Content Standard	Topic	Concept	Notes
S.9-12.6	Describes electron orbital configuration of common elements. 6.1 Illustrates the patterns of filling s, p, d, and f orbitals and its relation to quantum number 6.2 Uses emission spectroscopy to illustrate change in energy levels between orbitals. 6.3 Draws electron dot structures to represent electron arrangements of atoms and molecules	Electron Configuration	Electron shape of atoms determines their patterns of reactivity	Skills Model development Use process skills Model development Assessment Recommendations 6.1 Draws electron configurations 6.2 Uses the drawings to predict potential bonds. 6.3 Laboratory assessment 6.4 Limit assessment to the first 20 elements
S.9-12.7	Describes how energy is produced in nuclear fission reactions 7.1 Describes alpha, beta and gamma particles and how they are involved in nuclear reactions 7.2 Evaluates the societal, economic, political and environmental impact of nu	Nuclear Chemistry	Nuclear fission and decay produce energy and other elements	Skills Reference (STS) Assessment Recommendations: Compares and contrasts the impact of building a new nuclear reactor in an area of Georgia
S.9-12.8	Writes formulas for and names a variety of compounds 8.1 Describes ionic and covalent bonds and describes conditions under which each would occur. 8.2 Uses electron configuration to predict the shape and therefore properties of molecules 8.3 Determines polarity of bonds and molecules to describe characteristics of compounds. 8.4 Describes weak bond interactions such as Van de Waals, hydrogen, dipole-dipole, or ion-dipole bonds.	Bonding and Formation of Chemical Compounds	Ionic and covalent bonding determine the chemical characteristics of the resulting compounds.	Skills Uses process/laboratory skills to reinforce and develop concepts. Model development. Process/laboratory skills Assessment Recommendations. 8.1 If properties of compounds are described and how the compounds formed, identifies the type of bond formed. 8.2 If results of experiments are given and properties of compounds described, predicts relative polarity of bonds and molecules.

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Course	Content Standard	Topic	Concept	Notes
S.9-12.9	Classifies four types of chemical reactions. 9.1 Uses the law of conservation of matter and provides standard rules for writing and balancing equations 9.2 Predicts products of replacement reactions based on relative reactivity of reactants in terms of ionization energy, electronegativity and location in the periodic table 9.3 Classifies products of a reaction as heterogeneous or homogeneous and demonstrates how they may be separated 9.4 Defines the term mole and uses this concept to determine relative amounts of reactants and products in a given equation 9.5 Determines empirical formula of a compound from experimental data 9.6 Provides evidence from an experiment that a chemical reaction has occurred 9.7 Determines experimentally the percentage by weight or volume of a compound	Writing and Balancing Chemical Equations	Chemical equations can be used to describe chemical reactions	Skills Process Skills Process/Problem Solving Process Skills Reference Periodic Table Process Skills Process Skills Process Skills Process Skills Process Skills Assessment Recommendations Identifies types of chemical equations 9.2 Given reactants, uses periodic chart to predict products of a reaction
S.9-12.10	Writes a general expression for an equilibrium constant 10.1 Uses Le Chatelier,s principle to predict relative position of an equilibrium during a reaction with a variation of temperature and pressure 10.2 Evaluates the importance of chemical equilibrium to production efficiency in industry 10.3 Calculates ionization constants of common salts in water UA	Equilibrium	Equilibrium constants describe the state of chemical reactions	Skills Process/Problem Solving Process/Problem Solving Reference Process/Problem Solving Assessment Recommendations After determining the equilibrium constant at three different temperatures and/or pressures, predicts and verifies the equilibrium at a fourth temperature

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Course	Content Standard	Topic	Concept	Notes
S.9-12.11	Writes formulas for and names a variety of acids, bases and salts 11.1 Operationally defines acids, bases and salts in an experimental setting using selected indicators 11.2 Compares the descriptions of acid/ bases including Arrhenius, Bronsted-Lowery and Lewis 11.3 Uses experimentally determined pH to calculate hydrogen ion concentrations in solutions 11.4 Explains the roles of indicators in determining relative pH of a substance 11.56 Conducts neutralization reactions in a laboratory by titration method	Acids, Bases and Salts	Acids, bases and salts represent three major classes of compounds	Skills Process/Problem Solving Process/Problem Solving Safety Process/Problem Solving Process/Problem Solving Process/Problem Solving Assessment Recommendations From a list of formulas, groups acids, bases, and salts, and explains justification for groupings 10.3 Graphs the calculated hydrogen ion concentration from a series of experiments and derive pHs of unknowns 10.4 Designs and performs a titration of a weak acid and a weak base

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Course	Content Standard	Topic	Concept	Notes
S.9-12.12	Graphically illustrates activation energy, activated complex, reactant, product and reaction rates by means of a potential energy diagram 12.1 Describes the rate and spontaneity of a reaction in terms of free energy, entropy and enthalpy 12.2 Uses potential energy diagram to predict the rate and extent of a reaction 12.3 Explains the effect of concentration, temperature, pressure, surface area and catalysts on the rate of a reaction	Kinetics, Thermodynamics, Collision Theory, and Rates of Chemical Reaction	Collision theory describes chemical reactions and energy changes	Skills Process/Problem Solving Process/Problem Solving Assessment Recommendations 12.1 Explaind what happens at any point on the graph 12.2 Given a potential energy diagram, predicts what will happen in a reaction 12.3 Experimentally changes each variable identified in a series of experiments, then predicts how a reaction will change if one of the variables is changed Performance
S.9-12.13	Defines oxidation and reduction and describes common reactions of each 13.1 Describes compounds as oxidizing or reducing agents	Oxidation, Reduction	Many chemical reactions can be described in terms of electron transfer	Skills Process/Problem Solving Assessment Recommendations Describes a simple cell involving a copper cathode and a zinc anode in aqueous nitrate solution

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Course	Content Standard	Topic	Concept	Notes
S.9-12.14	Uses vapor pressure to describe boiling points and intermolecular interactions and uses crystal structure to describe melting points. 14.1 In a laboratory, determines variables which affect evaporation, vaporization, condensation and sublimation. 14.2 Operationally defines calorie and temperature. 14.3 In a laboratory setting, determines and graphs the total heat involved in changing a solid to a gas (e.g., ice to steam).	Phase Changes	Chemical reactions can involve phase changes.	Skills: Process/Problem Solving Process/Problem Solving Process/Problem Solving Process/Problem Solving Assessment Recommendations: If external pressure is increased or decreased in a system, explains the resulting change in intermolecular interactions. If crystal structure is described, predicts relative melting point.
S.9-12.15	Compares solids, liquids, and gases in terms of collision theory and physical properties. 15.1 Describes crystalline structures that define types of solids. 15.2 Uses vapor pressure, density, and intermolecular interactions to describe liquids. 15.3 Uses Boyle.,s, Charles ., and ideal Gas Laws to calculate and explain the relationship of temperature, and pressure on the volume of a gas. 15.4 Uses concept of molar volume in calculations of gaseous products of a chemical reaction. 15.5 Distinguishes between ideal gases and those that are not. 15.6 Applies concepts related to the behavior of gases to everyday life (e.g., seasonal tire pressure variation) E-	Solids, Liquids and Gases	Common solids, liquids and gases can be defined by structure and activity.	Skills: Process/Problem Solving Process/Problem Solving Process Skills Problem Solving Process/Problem Solving Assessment Recommendations: Given a description of the substance, identifies it as solid, liquid, or gas. 15.3 Given results of a laboratory investigation using any of the laws, predicts the resultant change of any of the variables. 15.5 If the behavior of a gas is described under ideal conditions, identifies gas as ideal.

Course	Content Standard	Topic	Concept	Notes
S.9-12.16	Given a mixture of liquids and/or solids, classifies the mixture as homogeneous, heterogeneous, miscible, immiscible, or a colloid 16.1 Determines if a reaction is endothermic or exothermic when two substances are mixed 16.2 Identifies factors that affect solubility of a substance and theories that explain the formation of solutions 16.3 Calculates appropriate amounts of substances and prepares solutions that have differing molarity, molality and normality 16.4 Determines the effects of solute on boiling point elevation and freezing point depression and uses data to calculate molecular weight of a solute 16.5 Describes the formation and properties (Tyndall effect) of colloids and their uses in the everyday world	Solutions	Solutions can be described by their physical and chemical properties	Skills Process/Problem Solving Process/Problem Solving Process/Problem Solving Process/Problem Solving Process/Problem Solving STS Assessment Recommendations Given a mixture, identifies the type based on its properties derived experimentally Given the characteristics of a substance, predicts if it is soluble in water 16.4 Given graph and/or chart of a substance .s boiling or freezing points, determines if a solute was present 16.3 Prepares solutions for future labs [illegible]
S.9-12.17	Uses the structure of methane as a model structure to draw configurations of, and name, representative classes of organic compounds. Discusses the solubility properties of such compounds 17.1 Describes the applications of organic compounds to modern industry, such as the pharmaceuticals and plastics industries	Organic Chemistry	Organic compounds have unique properties	Skills Reference skills STS

Science: Grade 9-12

Physical Science

Course	Content Standard	Topic	Concept	Notes
S.9-12.1	Uses science process skills in laboratory or field investigations including observation, classification, communication, metric measurement, prediction, inference, collecting and analyzing data 1.1 Designs and conducts a scientific experiment that identifies the problem, distinguishes manipulated, responding and controlled variables, collects, analyzes and communicates data, and makes valid inferences and conclusions 1.2 Evaluates procedures, data and conclusions to determine scientific validity of research	Inquiry, Process and Problem Solving	Accepted methods, processes, and procedures are used to conduct scientific study	Assessment Recommendations Assess in the context of the content objective
S.9-12.2	Uses traditional reference materials to explore background and historical information regarding a scientific concept 2.1 Uses current technologies such as CD-ROM, Internet and on-line data search to explore current research related to a science concept	Inquiry, Process and Problem Solving	Appropriate information technologies help us to explore scientific concepts	Assessment Recommendations Assess in the context of the content objective
S.9-12.3	Learns and uses on a regular basic standard safety practices for laboratory or field investigations 3.1 Learns and uses safety procedures specific to an investigation or research activity	Inquiry, Process and Problem Solving	Effective safety practices are essential to perform scientific investigations	Assessment Recommendations Assess in the context of the content objective

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Course	Content Standard	Topic	Concept	Notes
S.9-12.4	Compares and contrasts matter and its characteristics related to its state (solids, liquids, and gases) 4.1 Identifies and classifies examples of matter in the learner ,s environment as molecules, atoms or ions 4.2 Compares and contrasts the terms atoms, molecules, and ions and provide examples of each 4.3 Identifies matter in its various forms including pure substances, heterogeneous and homogeneous mixtures and solution 4.4 Describes solutions in terms of solvent, solute, and relative solubility 4.5 Identifies the characteristics of water that make it the universal solvent	Matter Structure and Properties	The structure and properties of matter follow universal patterns	Skills Process/Problem Solving Classification Observation Process/Problem Solving Process/Problem Solving Classification Inference Process/Problem Solving Classification Assessment Recommendations Performance Task Investigates the relative solubilities of several provided substances in water Performance Task Performance Task 4.3 Classifies samples of matter as solids, liquids or gases and describe criteria for classification 4.5 Demonstrates the amount and kind of solutes that would be soluble in water or alcohol
S.9-12.5	Quantifies mass, weight, volume, density, conductivity, and temperature as physical properties of objects in the learner's environment 5.1 Measures and records in appropriate units, the quantifiable physical properties identified 5.2 Distinguishes physical from chemical properties	Matter Structure and Properties	Matter can be described using physical and chemical properties	Skills Measurement and Data Analysis Assessment Recommendations Accurately measures weight (calculate mass) volume, density and temperature of a variety of solids, liquids, and gases Given a list of properties, identifies them as chemical or physical and justifies identification

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Course	Content Standard	Topic	Concept	Notes
S.9-12.6	Identifies chemical or physical changes conceptually in a laboratory setting. 6.1 Differentiates chemical from physical changes in the following laboratory investigations: combustion, fermentation, melting, dissolving, metabolism, boiling, and electrolysis.	Matter: Structure and Properties	Most chemical and physical changes in matter follow predictable patterns.	Skills Process/Problem Solving Assessment Recommendations: Differentiates in a laboratory situation, a change as chemical or physical and provides appropriate evidence.
S.9-12.7	Describes the basic structure of the atom as protons, neutrons and electrons in specific arrangements. 7.1 Identifies relative location, size and charge of subatomic particles. 7.2 Relates the relative number of protons and electrons to chemical charge and reactivity. 7.3 Defines radioactivity and describe the properties of radioactive elements and isotopes. Relates their importance to everyday life as in medicine, pollution, industry and electrical power.	Atomic Theory and Patterns of Reactivity in the Periodic Table	Matter is composed of different arrangements of atoms in space.	Skills Modeling Assessment Recommendations: Uses periodic chart as a tool in assessment. 7.1 Describes, draws or builds a three dimensional representation of at least the first 20 elements. 7.3 Researches radioactivity using the Internet or other online data sources for current information. Uses the periodic chart to identify symbols, atoms, number, and mass. Given chemical properties of a substance and reactivity, identifies a row or group where it may be found on the periodic chart.
S.9-12.8	Identifies the symbol, atomic number and mass of each of the first 20 elements in the periodic table. 8.1 Compares trends of chemical properties of periods and groups in the periodic chart.	Atomic Theory and Patterns of Reactivity in the Periodic Table	The periodic table describes relationships among atoms.	Skills Process/Problem Solving Assessment Recommendations: Uses the periodic chart to identify the symbol, atomic number, and mass of each element. 8.1 Given chemical properties of a substance and its reactivity, identifies a row or group where it may be found in the periodic chart.
S.9-12.9	Applies the law of definite proportions to predict mole quantities of chemicals that combine. 9.1 Predicts whether two elements will chemically combine based on their position in the periodic chart. 9.2 Applies rules for writing formulas of simple chemical compounds. 9.3 Applies rules for naming simple chemical compounds. 9.4 Classifies compounds as ionic or covalent.	Atomic Theory and Patterns of Reactivity in the Periodic Table	The combination of elements is described by established rules.	Assessment Recommendations: 9.1Predicts whether elements will combine to form compounds and in what proportions. Reinforces throughout the rest of chemistry concept development. 9.1-9.3 Names common compounds and identifies them as ionic or covalent.

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Course	Content Standard	Topic	Concept	Notes
S.9-12.10	Classifies common chemical reaction types as syntheses, decomposition, or single or double displacement 10.1 Distinguishes chemical reactions as endothermic and exothermic 10.2 Writes balanced chemical equations giving names of reactants a	Chemical Reactions	Chemical reactions describe patterns of chemical combinations	Skills Process/Problem Solving Process/Problem Solving Process/Problem Solving Assessment Recommendations 10.1 Designates a series of laboratory reactions as endothermic or exothermic 10.2 Writes balanced equations for chemical reactions
S.9-12.11	Names and identifies the structure of simple groups of organic compounds 11.1 Describes the importance of organic and biochemical compounds to everyday life	Organic and Biochemistry	Organic compounds are important in the learner's environment	Skills Reference Assessment Recommendations Records in a journal organic compounds that can be found in the environment (over a period of at least three days)

Course	Content Standard	Topic	Concept	Notes
S.9-12.12	Analyze different types of energy in terms of sources, limits and uses, and environmental impact. 12.1 Describes some sources and uses of energy such as chemical, thermonuclear, photoelectric, and electromagnetic, etc. 12.2 Describes the law of conservation of energy. 12.3 Compares the effectiveness of various methods of energy conversion. 12.4 Identifies and analyzes the nature of heat transfer in the learner,s environment and describes and classifies heat transfer as conduction, convection and radiation. 12.5 Experimentally compares the relative role of conductors and insulators in heat conductivity. U?	Energy	Matter and energy interact.	Skills: Reference Reference Process/Problem Solving Process/Problem Solving Process/Problem Solving Assessment Recommendations: 12.1 Compares and contrasts at least two energy sources by relative abundance, efficiency of use and impact on environment. 12.4 Identifies examples of heat transfer in home and school environments and classifies them by type. Designs and experimentally tests a heat transfer "tool" that increases or decreases heat transfer in a system by 10%.
S.9-12.13	Identifies gravity as a force that is dependent upon mass and the distance between objects. 13.1 Distinguishes among mechanical, atomic, gravitational, and electromagnetic forces. 13.2 Identifies and measures everyday forces such as gravity, rolling and sliding frictions, and other mechanical forces using common laboratory devices.	Interaction of Force and Motion	Forces interact in the environment.	Skills: Process/Problem Solving Assessment Recommendations: 13.1 Analyzes and measures the type(s) of forces in a given system. 13.2 Uses common laboratory devices including computer interface balance and spring scales to measure forces.

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Course	Content Standard	Topic	Concept	Notes
S.9-12.14	Measures and compares relationships among speed, velocity and acceleration 14.1 Describes experimentally the effect of unbalanced forces in overcoming inertia, including the effect of sliding, static and rolling friction	Interaction of Force and Motion	Motion is caused by unbalanced forces acting on an object	Skills: Process/Problem Solving Process/Problem Solving Assessment Recommendations: 14 and 14.1 Changed variables impacting forces and measures and/or calculates resultant speed, velocity, friction, and acceleration Performance Task
S.9-12.15	Measures and/or calculates work and power using several examples from the learner's environment 15.1 Calculates the work done by simple machines and compares the force or direction of force applied 15.2 Calculates mechanical advantage and efficiency of simple machines 15.3 Identifies compound machines as combinations of simple machines and describes how the work is done	Work and Power	Work and power are interrelated and can be measured	Assessment Recommendations: Performance Task: Calculates work and power in an experimental setting Designs and builds a compound machine to do a task and calculates work done, mechanical advantage and efficiency. Predicts three ways to improve design

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Course	Content Standard	Topic	Concept	Notes
S.9-12.16	Relates frequency and energy of the electromagnetic spectrum. 16.1 Uses wave and particle theory to describe transmission, absorption, reflection, and refraction of light in the visible spectrum. 16.2 Experimentally develops how light interacts with lenses, mirrors, prisms, lasers and optical fibers. 16.3 Relates color to frequency of light. 16.4 Relates frequencies of the electromagnetic spectrum outside the visible range to technological advances (e.g. microwave, radiowave). 16.5 Describes and varies properties of sound by changing temperatures or medium.	Waves and Energy Transfer	Waves carry energy and can interact with matter.	Skills: Process/Problem Solving Reference Inquiry Reference Skills Assessment Recommendations: Orders the components of the electromagnetic spectrum by frequency or potential energy emission. 16.2 Performance Task: Develops and explains rules for light interacting with lenses, mirrors, prisms, lasers, and optical fibers through experimentation. 16.3 Performance Task: Explains using experimental evidence how color is related to the frequency of light. 16.5 Demonstrates, describes, and measures how sound produced by a particular object can vary by changing medium or temperature.

Course	Content Standard	Topic	Concept	Notes
S.9-12.17	Generates an imbalance of electrical charge and experiment with attraction and repulsion of objects. 17.2 Demonstrates production of electrical charge in a chemical reaction (e.g. simple cell) 17.3 Evaluates different methods of generating electricity such as electric induction or a simple, peizoelectric, thermoelectric or photoelectric cell. 17.4 Builds series and parallel circuits to perform specific tasks. 17.5 Measures and/or calculates current, voltage, and resistance at various points in series or parallel circuits. 17.6 Illustrates the interactions of electricity and magnetism by using electricity to create a magnetic field and magnetic induction to create an electric field. 17.7 Describes the interplay of electric and magnetic forces as the basis for electric motors, generators, radio, television, computers, and other modern technologies.	Electricity and Magnetism	Electricity and magnetism are interrelated.	Skills: Research Process/Problem Solving Process/Problem Solving Process/Problem Solving Assessment Recommendations: 17.1 Explains electrical charge in chemical reactions. 17.2 Compares and contrasts relative use of the various methods of electricity generation. 17.3 Performance Task: Builds a circuit as part of an invention/model. 17.4 Performance Task: Uses laboratory tools to measure current, voltage, resistance, and variance points on a series or parallel circuits.

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Science: Grade 9-12

Physics

Course	Content Standard	Topic	Concept	Notes
S.9-12.1	Demonstrates proficiency in use of science process skills in laboratory and/or field activities that involve observation, classification, communication, metric measurement, prediction, inference, identifying variables, formulating hypotheses, controlling variables, making operational definitions, designing investigations, experimenting, collecting qualitative and quantitative data, constructing data tables, graphing, analyzing and interpreting data and/or drawing conclusions 1.1 Produces written reports of laboratory and/or field activities in accepted formats and uses precise language for presentations of procedure, tables of data, graphs, analytical methods, results and analyses of error 1.2 Conducts safe and accurate laboratory work. 1.3 Demonstrates proficiency in the proper use of laboratory equipment 1.4 Identifies safety equipment and demonstrates its proper use.	Science Process Skills and Laboratory Safety	Scientists follow standard investigative procedures and develop skills to conduct sound investigations.	
S.9-12.2	Collects time and distance data on objects in motion such as toy cars, air track, ball rolling down an incline, etc 2.1 Distinguishes between vector and scalar quantities. 2.2 Investigates experimentally and solves problems that relate to time, distance, displacement, speed, velocity, and acceleration 2.3 Resolves problems that involve motion vectors for direction and size. 2.4 Performs laboratory investigations of free-fall motion. 2.5 Explores applications of a microprocessor for the analysis of laboratory data and simulation of mechanical phenomena 2.6 Constructs and analyzes graphs of various types of motion	Basic Mechanics	Rectilinear motion follows predictable patterns reflected by laws and mathematical expressions.	Skills: Graphing Assessment Recommendations: Applies correct law or mathematical formula in an experimental setting Graphs data on the motion of various types of toy cars.
S.9-12.3	Explains and apply Newton's three laws of motion 3.1 States and demonstrates the relationship between unbalanced forces and acceleration. 3.2 Explains Newton,s Law of Universal Gravitation. 3.3 Investigates experimentally and solves problems that relate gravitational forces, mass, distance, the Universal Gravitation constant and acceleration due to gravity. 3.4 Makes and analyzes graphs showing direct inverse, exponential relationships, and other variables.	Newton's Laws	Forces cause objects to overcome inertia and move in predictable patterns.	Skills: Graphing Assessment Recommendations: Analyzes data using sports activities. Analyzes data relating to Newton,s Laws of Motion (rockets can be used). Uses motion detectors and computer or CBL to graph the motion of a student or other objects. Explains how they reflect the laws of motion Uses various types of accelerometers to detect acceleratio and applies laws to explain.

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Course	Content Standard	Topic	Concept	Notes
S.9-12.4	Resolves problems involving force vectors for the direction and size of the equilibrant force. 4.1 Investigates experimentally and solves problems that involve friction forces and the coefficients of static and sliding friction. 4.2 Investigates experimentally and solves problems that involve a system of torque-producing forces acting on an object in equilibrium.	Forces (Mechanical)	Resulting forces in systems can be explained using vector quantities of component forces.	Skills: Resolving vectors into horizontal and vertical components or parallel and normal components Drawing force diagrams Assessment Recommendations: Plots and makes a "to scale" map of a route from one school room to another. Calculates the distance and displacement. Uses a sextant to find the height of a tall object. Designs a mobile, constructs it, and does a torque analysis.
S.9-12.5	Analyzes the factors that influence centripetal force when it acts on a body moving in a horizontal or vertical circle. 5.1 Demonstrates the relationship among and solves problems that involve time, angular displacement, torque, rotational inertia, angular velocity, and angular acceleration for bodies in circular and rotary motion. 5.2 Investigates experimentally and solves problems involving the motion of a simple pendulum.	Motion	Circular motion is a result of component forces acting on a body.	Skills: Drawing force diagrams for an object in circular motion. Assessment Recommendations: Analyzes data for objects moving in horizontal and vertical circles. Analyzes three or more amusement park rides in terms of circular and angular motion principles. Analyzes data from a race between various rolling objects such as ring, disc, and sphere.
S.9-12.6	Investigates experimentally and solves problems relating to work, power, momentum, and impulse. 6.1 Observes and describes the conservation of momentum for elastic and inelastic collisions. 6.2 Investigates experimentally and solves problems relating to rotary work and power, angular momentum, and impulse. 6.3 Differentiates between potential and kinetic energy. 6.4 Calculates the potential and kinetic energy of a body at rest or in motion. 6.5 Identifies simple machines found in the workplace, such as doorknobs, eggbeaters, pencil sharpeners, faucets, pulley systems, etc.	Work, Power	Energy and momentum are conserved and are related to work and power.	Assessment Recommendations: After running up stair and/or doing other activities, calculates the work, energy, and power expended. 6.1 Uses sad and happy balls to analyze elastic vs. nonelastic collisions. 6.1 Explains coefficients of restitution from laboratory data. 6.3 Analyzes conservation of momentum from data. 6.5 Analyzes data from Newton,s pendulum to demonstrate conservation of momentum. Designs a protective case for an egg drop contest. Design "egg walker" shoes for a contest.

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
S.9-12.7	Analyzes developments of the science and technology of mechanics that affect the quality of life, such as weather satellites, the space program, robots, etc. 7.1 Evaluates the impact of technological developments of mechanics on societal beliefs, economic factors and political action. 7.2 Examines evidence that the demand of society for more and better products and services is driving technological development.	Applications of Basic Mechanics	Science and technology of mechanics can have personal, social and economic implications.	Skills: Library research skills Assessment Recommendations: Reports on specific topics Debates with other students
S.9-12.8	Performs calculations and laboratory investigations that relate to Hooke's Law, Young's Modulus, and tensile strength. 8.1 Observes the effects of pressure, surface tension, and capillary action in a liquid and relate it to natural phenomena, such as water rising in trees, insects on water, soap bubbles, etc. 8.2 Develops gas laws demonstrating the relationship of volume, temperature, and pressure of gas in the laboratory and solves gas law problems using ratio and proportions.]@	Phases of Matter	Phases of matter can be explained in terms of kinetic molecular theory.	Skills: Algebra, graphing Assessment Recommendations: Finds the Hooke's constant of a spring and uses a CBL or computer with force sensor to graph data and results if available. Explains result of bubble experiment. Makes a cloud in a two-liter bottle and explains how it illustrates gas laws.
S.9-12.9	Demonstrates the ability to retrieve information from standard publications of physical constants such as C.R.C. or Lange's tables. 9.1 Develops a table of physical constants in the laboratory.	Information Retrieval	Physical constants are used to quantify known relationships of factors.	
S.9-12.10	Relates the effects of thermal energy to kinetic molecular theory. 10.1 Distinguishes between heat and temperature. 10.2 Investigates experimentally and calculate the quantity of heat needed to produce a specified temperature change in a given substance.	Thermodynamics	Average kinetic energy of matter is heat and is related to temperature.	Skills: Graphing Assessment Recommendations: Makes ice cream in a bag. Varies the amount of salt and takes temperatures at specific times during the freezing of the ice cream and explains changes in temperature and flow of heat.
S.9-12.11	Determines the heat gain/loss and specific heat of an object in the laboratory using a calorimeter. 11.1 Explains phase changes based upon laboratory data and graphs. 11.2 Relates laws of thermodynamics to the heating/cooling of a building. 11.3 Relates potential and kinetic energy to their heat equivalents (measures the heat produced by an object falling a given distance). 11.4 Compares and contrasts efficiencies of various types of engines (e.g., gasoline, diesel and steam).	Energy: Heat and Energy Conservation	Heat is usually dissipated but can be conserved and is usually a product when work is done.	Skills: Graphing (STS) Assessment Recommendations: Uses mailing tubes with cooled copper shot to explain the mechanical conversion of work to heat.

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
S.9-12.12	Identifies and diagrams quantities relating to wave velocity, wavelength, and frequency. 12.1 Describes types of wave phenomena and modes of propagation, (e.g., electromagnetic and mechanical, longitudinal, and transverse). 12.2 Describes reflection, refraction, diffraction, and interference. 12.3 Describes standing waves with respect to nodes and antinodes. 12.4 Observes and illustrates wave phenomena using various types of equipment, such as ripple tank, slinky, soft rope, signal generator or oscilloscope.	Energy: Waves	Waves transfer energy and can be measured.	Skills: Algebra, graphing, and trigonometry Assessment Recommendations: Uses a ripple tank to explain various wave properties. Uses slinky toys and springs to study the behavior of waves. Puts a radio in a vacuum pump chamber and shows that sound requires a medium.
S.9-12.13	Investigates loudness, sound intensity, and frequency using graphs and calculations. 13.1 Makes calculations of sound wave velocity, wavelength, frequency, and period. 13.2 Demonstrates and solves problems of apparent frequency changes due to the Doppler Effect. 13.3 Calculates and verifies the time for an echo. 13.4 Demonstrates the descriptive terms that can be applied to sound waves on a musical instrument such as pitch, amplitude, loudness, and quality. 13.5 Explains the relationship of the speed of sound to temperature and density of a medium. 13.6 Makes drawings to illustrate interference of sound waves to produce harmonics and resonance in various types of musical instruments (stringed , open and closed pipes, and percussion).	Energy: Sound	Sound is a form of energy that travels in waves and can be quantified.	Skills: Algebra, logarithms, and graphing Assessment Recommendations: Uses rubber band guitars to explain the laws of strings. Uses apparatus such as open and closed pipes and corrugated plastic hoses to explain how musical wind instruments produce sound. Makes a musical instrument and plays it. Explains how the Dopple Effect works
S.9-12.14	Labels the eight sections of a chart of the electromagnetic spectrum. 14.1 Makes calculations relating the speed of light to distance and time. 14.2 Describes the dual nature of light. 14.3 Investigates with laboratory activities and calculations the inverse square relationship between light intensity and distance from the light source. 14.4 Makes calculations that relate intensity, flux, and illumination (normal and inclined). 14.5 Investigates the measurement of light intensity using a photometer. 14.6 Investigates reflection with plane and spherical (concave and convex) mirrors in the laboratory. 14.7 Investigates refraction of light in relation to the speed of light in a medium, index of refraction, and angles of incidence and refraction (Snell,s Law). 14.8 Constructs ray diagrams and makes calculations relating to focal length, image distance, object distance, and image magnification for curved mirrors and lenses 14.9 Conducts laboratory investigations and calculations of the wavelength of light using a diffraction grating and light source. 14.10 Investigates polarized light using various polarizing filters and substances. 14.11 Demonstrates dispersion of white light into a color spectrum and the addition of primary colors to form white light. 14.12 Demonstrates the subtraction of primary and secondary colors of light from white light by resonance absorption in pigments.	Energy: Light	Behavior of light demonstrates characteristics of particles or waves and can be quantified.	Skills: Drawing a ray diagram for image formation with mirrors and lenses Assessment Recommendations: Explains how a laser to demonstrates the properties of light. Uses a spectral tube and diffration gratings to measure light wavelengths.

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Course	Content Standard	Topic	Concept	Notes
S.9-12.15	Analyzes the use of technology of the laser, microwave, and fiber optics by governments, industry, medicine, art, and entertainment in terms of political and economic competition. 15.1 Evaluates development of the science and technology of wave mechanics that affect the quality of life.	Energy: Waves Mechanics Applications	The science and technology of wave mechanics can have personal, social, and political implications.	Skills: Library research skills, critical thinking Assessment Recommendations: Researches various relevant topics
S.9-12.16	Investigates electrostatic attraction/repulsion and charge transfer in the laboratory. 16.1 Relates principles of electrostatic forces, charge, distance and field intensity by making calculations.	Electricity	Electrostatic phenomena occur in nature and can be quantified	Skills: Graphing Assessment Recommendations: Explains Van de Graaff generator, Tesla coil, electroscope, electrophorus and Leyden Jar experiments in terms of electrostatics.
S.9-12.17	Infer Ohm's Law through laboratory investigation and making calculations. 17.1 Investigates resistance and current flow in series and parallel circuits and branches in the laboratory and perform related calculations. 17.2 Draws diagrams of simple electric circuits and uses electronic components to build simple circuits. 17.3 Relates electric potential to cells in series and parallel. 17.4 Determines the value of an unknown resistor through laboratory investigation. 17.5 Relates power expended in a circuit to resistance and current. 17.6 Analyzes complex circuits using Ohm,s Law and Kirchoff',s Law.M?	Energy: Electricity, Direct Current	Direct electrical current flows in circuits and can be quantified	Skills: Algebra, graphing, and trigonometry Drawing and analyzing circuit diagrams Assessment Recommendations: Constructs series and parallel circuits using breadboards and components. Uses appropriate meters or computer probes to measure variables within circuits. Predicts what will happen if the strength of any component is changed.
S.9-12.18	Demonstrates the N-S conventions in diagrams describing magnets and magnetic flux lines. 18.1 Quantitatively relate magnetic flux ldensity near a straight conductor to current flow and distance from the conductor. 18.2 Uses the "left-hand" rule to describe the magnetic field for straight conductors and solenoids. 18.3 Calculates the strength of an electromagnet related to current flow and number of turns. 18.4 Describes the operation of an AC transformer and a DC induction coil and quantifies the relationship of primary and secondary voltages to numbers of turns.	Energy: Magnetism	Magnetism can be measured and described and is related to electricity	
S.9-12.19	Analyzes effective voltage, effective current, phased current, inductance, power angle, and impedance as they relate to alternating current circuits.	Energy: Electricity, Alternating Current	Alternating current provides advantages over direct current in providing useful energy.	Skills: Graphing Drawing and analyzing circuit diagrams Assessment Recommendations: Analyzes circuit diagrams.

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
S.9-12.20	Evaluates the impact of technological developments of high-technology electronics, such as computers, calculators, integrated circuit silicon chips, superconductors, magnetic resonance imaging (MRI), Maglev trains, etc. on societal beliefs, economic factors , and political action. 20.1 Analyzes development of the science and technology of high technology electronics that affect the quality of life. 20.2 Appraises evidence that the demand of society and government for more and better high-technology electronics is driving technological research.	Energy: Applications of Electricity (STS)	Developments in science and technology of electricity can have personal, social and political implications.	Skills: Library research skills, critical thinking Assessment Recommendations: Oral, written or creative reports.
S.9-12.21	Distinguishes major aspects of quantum theory. 21.1 Analyzes the development of the quantum theory beginning with the Bohr Model, including the relationship of spectra and atomic structure. 21.2 Calculates the relationship between frequency and energy of lightwaves. 21.3 Explains the photoelectric effect and uses it to find the work function for a metal.	Energy: Particle Theory	Particle physics explains the energy and structure of atoms.	Skills: Graphing
S.9-12.22	Explains the roles of some fundamental particles of the atom, such as the mesons, quarks, tachyons, and baryons. 22.1 Balances selected nuclear equations with respect to mass and charge. 22.2 Calculates the half-life of selected radioactive substances. 22.3 Identifies three types of radiation and explains transmutation by beta and alpha decay and the role of gamma radiation. 22.4 Distinguishes between natural and artificial radioactivity and identifies positrons and neutrinos. 22.5 Diagrams the cyclotron and describes its operation. 22.6 Describes linear acceleration in terms of potential difference. 22.7 Differentiates fission and fusion and analyzes their present and potential roles in nuclear reactors.	Atomic Structure	Nuclear research is based on what is known about the behavior of the nuclei of atoms.	
S.9-12.23	Evaluates the impact of technological developments of particle physics, (nuclear power plants, nuclear weapons, medical radiation, etc.) on societal beliefs, economic factors, and political action. 23.1 Analyzes the development of the science and technology of particle physics that affect the quality of life. 23.2 Describes areas of current research in particle physics, such as particle accelerators, cosmology, relativity, superconductivity, nuclear reactors, and the social, economic, and political pressures on this research. 23.3 Analyzes a situation such as the use of nuclear weapons as deterrents to war, as an example where the maintenance and protection of society requires philosophical advancement along with scientific and technological advancement.	Energy: Nuclear (STS)	The use of nuclear energy has personal, social and political implications.	Skills: Library research skills

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Course	Content Standard	Topic	Concept	Notes
S.9-12.24	Analyzes a scientific question to determine specific topic, subtopics, and amount of information needed 24.1 Formulates a precise problem 24.2 Identifies criteria and alternative approaches to solving the problem 24.3 Identifies multiple types of sources (e.g., scientific journals, newspapers, directories, audiovisuals, government publications and yearbooks, computer data bases, online resources, and other electronic media) for information on a specific topic 24.4 Uses appropriate and available retrieval systems (e.g., periodical index, computer resources, glossary, appendix, bibliography, and graphic data) to locate sources 24.5 Distinguishes between essential and nonessential information on a topic 24.6 Distinguishes between fact and opinion 24.7 Distinguishes between informational, persuasive, and artistic uses of language in sources 24.8 Determines the need for currency of data as a criteria in evaluating information 24.9 Quotes, paraphrases, or summarizes information without plagiarizing 24.10 Compares and synthesizes information obtained from multiple types of sources	Reference and Research Skills	A systematic, unbiased research process can be used to solve problems and make decisions	Assessment Recommendations Researches a problem-solving situation

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Georgia's Quality Core Curriculum

Social Studies Grades 9-12

Introduction to Social Studies
Quality Core Curriculum
K-12

The primary purpose of Social Studies education in Georgia schools is to help students become productive and responsible citizens. The Social Studies curriculum enables students to develop the ability to make informed decisions that balance concern for individual interests and the public good in a culturally diverse and interdependent world.

Exemplary Social Studies instruction provides opportunities for students to acquire knowledge, reflect upon and use that knowledge, and gain a better understanding of self and others. The Social Studies program includes the study of geography, history, political science, economics, behavioral sciences, and the humanities.

Knowledge (what students need to know about various social science and related disciplines), skills (what students should be able to do with acquired knowledge and skills), and values (mandated by the State Legislature in 1991) are the three major elements that comprise the Social Studies guidelines as established by state and national organizations. Social Studies instruction should be meaningful, integrative across teaching and learning, value-based and challenging. Through such a process students will develop the necessary knowledge, skills and values of a committed, competent citizen who participates in the civic affairs of the community and nation.

Georgia's Quality Core Curriculum (QCC) revision team, composed of PK-16 Social Studies educators from throughout the state, focused on the following concerns:

-refining content standards to clarify content and skills
-correlating content standards to appropriate core values
-building on concepts introduced at earlier stages of instruction
-providing content standards that are clearly measurable
-identifying civic responsibility, information processing, and problem-solving skills
-restructuring content for a more equitable grade-level distribution.

Specifically, in two areas within this curricula pattern the content has been redistributed. At the fourth and fifth grade levels, the original content standards that were in the QCC have been incorporated into a two-year study of United States history. The study of Canada, formerly in fifth grade, has now been incorporated into the sixth grade curriculum.

In grades six and seven, the history/geography pattern was retained; however, certain regional areas were rearranged to reflect greater similarity between place and cultures. In both cases, these patterns are being offered to encourage in-depth study of specific content areas, to expand the use of multi-media resources, and to provide greater opportunities for students to engage in active and hands-on learning experiences.

Introduction to Social Studies
Quality Core Curriculum
9-12

In the revised 9-12 Social Studies curriculum, emphasis was placed on writing all content standards in ways that can be more easily assessed. Content standards have been clarified by using a variety of examples that provide greater specificity. The area of citizenship was revised to provide two courses, either of which will meet the core requirements for one semester of citizenship/government. Citizenship/Civics is intended as a 9th- or 10th-grade course emphasizing the foundations of government and the rights and responsibilities of citizenship. American Government is intended as a more in-depth study of American government and politics for 11th- and 12th-grade classes. In the new version of the Quality Core Curriculum (QCC), the former American Political Behavior elective has been incorporated into the American Government course. AP Government and Politics will also meet core requirements for citizenship and government. The Economics course was revised to provide more balance between economic theory and consumer issues, as well as to build in more flexibility for teachers and students.

Revisions to the U.S. History, World History, World Geography, Economics, Psychology, Sociology, Current Issues, and Ethnic Studies were made to accommodate deletions in the original draft. Recommendations from thousands of Georgia educators, various interest groups, and the general public were provided as assistance in making these revisions.

In revising the 6-12 QCC, all required Social Studies courses have been revised, along with the elective courses that are more widely taught throughout the state. The following elective courses were not revised.

U.S. and World Affairs
Asian Studies
Latin American Studies
Comparative Political/Economic Systems
Comparative Religions
Constitutional Theory
Anthropology
The Individual and The Law

Georgia Quality Core Curriculum

Social Studies: Grade 9-12

Civics/ Citizenship

Course	Content Standard	Topic	Concept	Notes
SS.9-12.1	Defines government and lists the characteristics of a state (country)	Structure of the U.S. Government	Government	
SS.9-12.2	Identifies basic beliefs and values of the democratic heritage	U.S. Government	Democratic Heritage	
SS.9-12.3	Defines and analyzes the foundational concepts that our constitutional government is based on: -republican form of government - federalism - popular sovereignty - separation of powers (checks and balances) - judicial review - civilian control of the military - limited government - majority rule with respect for minority rights - equality before the law, and -equality of opportunity v. equality of wealth	Structure of the U.S. Government	Constitutionalism Federalism Republican Form of Government	
SS.9-12.4	Identifies and describes the powers, roles, and responsibilities of the legislative branch of the federal government. - law-making powers of Congress (Senate and House of Representatives - law-making process (how a bill becomes a law), and - other responsibilities: budget, federal appointments, etc.	Structure of the U.S. Government	Legislative Branch Congress	
SS.9-12.5	Describes the techniques of social action (e.g., how to win support for desirable change and how to cooperate with others in achieving goals)	Role of the Citizen	Pluralism Social Action Domestic Policy	Skills: Debate Compromise Consensus
SS.9-12.6	Identifies and describes the powers, roles and responsibilities of the executive branch of the federal government. - enforcement of federal law - military powers - diplomatic powers, and - other responsibilities (e.g., veto power, federal, and appointments).	Structure of the U.S. Government	Executive Branch	Skills: Organizational chart

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Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
SS.9-12.7	Identifies and describes the powers, roles and responsibilities of the judicial branch of the federal government - judicial review - interpretation of the law, and - federal court system (three levels)	Structure of the U.S. Government	Judicial Branch	Skills: Flow chart Organizational chart Relationship chart
SS.9-12.8	Describes the system of checks and balances by citing the checks and balances involved in the passing of a bill (e.g., presidential review and judicial review)	Structure of the U.S. Government	Checks and Balances	Skills: Flow Charts
SS.9-12.9	Identifies and describes the powers, roles and responsibilities of the legislative branch of the state and local government (e.g., General Assembly, City Council, and County Commission)	Structure of the U.S. Government	Legislative Branch and General Assembly	
SS.9-12.10	Identifies and describes the powers, roles and responsibilities of the executive branch of state and local governments (e.g., governor and mayor)	Structure of the State and Local Government	Executive Branch Governor	Skills: Table
SS.9-12.11	Identifies and describes the powers, roles and responsibilities of the judicial branch of state and local governments - state court system - juvenile justice system, and - domestic court system	The Citizen and the Law	State Courts	Skills: Charts
SS.9-12.12	Identifies the purpose and processes of the American judicial/legal system - civil law - criminal law, and - involved parties, court proceedings and judicial rulings.	The Citizen and the Law	Due Process	Skills: Flow chart
SS.9-12.13	Describes the ways of acquiring U.S. citizenship (by birth and the immigration/naturalization process)	Citizenship	Immigration Naturalization Citizenship	Skills: Flow chart
SS.9-12.14	Explains the basic rights guaranteed to a citizen under the Bill of Rights and the responsibilities that come with them, including: obeying the law, paying taxes, respect for the property and views of others, voting, and participation	Civil Rights	Rights Responsibilities Duties	
SS.9-12.15	Describes the purpose and development of political parties in the United States	American Politics	Political Parties	
SS.9-12.16	Demonstrates proper care, respect and display of the American flag, including an understanding of the symbolism and dignity that accompany it	Role of the Citizen	Symbolism and Respect	

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
SS.9-12.17	Recites the Pledge of Allegiance to the American flag and understands the phrases and wording of the pledge	Role of the Citizen	Pledge of Allegiance	
SS.9-12.18	Analyzes how America , despite its diversity, becomes a unified society by its citizens' adherence to such basic values as -Judeo-Christian traditions -belief in inherent -inalienable rights, and - intrinsic value of the individual.	American Citizenship	Unity in Diversity Judeo-Christian Traditions	Skills References Charts
SS.9-12.19	Analyzes the concept of a melting pot/salad bowl society and its uniqueness in world history	American Citizenship	Melting Pot/Salad Bowl	Skills Compare and contrast

Georgia Quality Core Curriculum

Social Studies: Grade 9-12

Current Issues

Course	Content Standard	Topic	Concept	Notes
SS.9-12.1	Identifies the topics of current social or political interest	Introduction		
SS.9-12.2	Identifies sources of information - the media, computer networks - distinguishes fact from opinion in sources, and - validates sources as to their authority, credibility and possible bias	Introduction		
SS.9-12.3	Recognizes and explains how different points of view have been influenced by race, religion and ethnicity	Introduction		
SS.9-12.4	Describes the concept of the shrinking world	Technology and Society		
SS.9-12.5	Traces the development and nature of types of technological and scientific change	Technology and Society		
SS.9-12.6	Identifies the possible future impact of technological and scientific change	Technology and Society		
SS.9-12.7	Describes the impact of space exploration on today's world	Technology and Society		
SS.9-12.8	Describes the nature of various environmental problems	Environment and Energy		
SS.9-12.9	Traces the growing dependence of world societies on shrinking energy resources	Environment and Energy		
SS.9-12.10	Suggests solutions to problems of the environment and energy	Environment and Energy		
SS.9-12.11	Analyzes the causes of criminal behavior and its impact	Social Interactions		Skills: Map
SS.9-12.12	Evaluates health and social welfare programs in their necessity and effectiveness	Social Interactions		
SS.9-12.13	Discusses differing perspectives on American education	Social Interactions		

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
SS.9-12.14	Discusses problems related to legal and illegal immigrations into the United States	Social Interactions		Skills: Timeline
SS.9-12.15	Discusses human rights issues in various countries in the world	World Conflict		Skills: Map
SS.9-12.16	Evaluates policies regarding the development and use of nuclear and biological weapons	World Conflict		
SS.9-12.17	Discusses causes and the impact of terrorism on world politics	World Conflict		
SS.9-12.18	Describes issues involved in various world conflict regions	World Conflict		
SS.9-12.19	Analyzes the impact of the ideological struggles among nations	World Conflict		Skills: Thematic Map
SS.9-12.20	Discusses the impact of population growth on the economics of less-developed countries	Economic Issues		Skills: Map resource: World Bank Materials
SS.9-12.21	Describes limitations on the quality of life on less developed countries	Economic Issues		
SS.9-12.22	Analyzes the benefits and problems of international trade	Economic Issues		
SS.9-12.23	States the problems of agricultural production in various parts of the world	Economic Issues		
SS.9-12.24	Describes the nature and effects of the world debt crisis	Economic Issues		Skills: Map

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Georgia Quality Core Curriculum

Social Studies: Grade 9-12

Economics

Course	Content Standard	Topic	Concept	Notes
SS.9-12.1	Defines and applies the concepts of scarcity, decision-making, choice, and opportunity cost to problem situations	Fundamental Economic Concepts	Scarcity Opportunity Cost	Skills Problem Solving
SS.9-12.2	Relates the concept of supply and demand to scarcity	Fundamental Economic Concepts	Supply and Demand	Skills Cause and effect
SS.9-12.3	Explains how the five factors of production are utilized in the production process: land, labor, capital, technology and entrepreneurship	Fundamental Economic Concepts	Factors of Production	Skills Charts and graphs
SS.9-12.4	Relates specialization to efficient use of resources, and to domestic economic growth	Fundamental Economic Concepts	Specialization	Skills Line graph Bar graph
SS.9-12.5	Explains how specialization, savings, investment in capital goods (technology) and investment in human capital (labor) influence productivity and economic development	Fundamental Economic Concepts	Specialization	Skills Cause and effect
SS.9-12.6	Discusses how the ownership of productive resources (land, labor, capital, technology and entrepreneurship) influences income distribution	Fundamental Economic Concepts	Factors of Production	Skills Charts
SS.9-12.7	Identifies the three questions facing every economic system and analyzes how our society has organized to answer these questions - What will be produced? - How will it be produced? - For whom will it be produced?	Comparative Economic Systems	Allocation of Resources	Skills Cause and effect
SS.9-12.8	Identifies characteristics of the American economic system and analyzes the role of economic incentives for producers and consumers (e.g., equality of opportunity vs. equality of distribution of wealth)	Comparative Economic Systems	Characteristics of Economic Systems	Skills Main idea Supporting details Drawing conclusions
SS.9-12.9	Differentiates among traditional, command, market and mixed economic systems with regard to ownership of property, distribution of income, and role of government and economic incentives	Comparative Economic Systems	Types of Economic Systems	Skills Venn diagram

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Course	Content Standard	Topic	Concept	Notes
SS.9-12.10	Defines the term microeconomics and lists elements in the microeconomy (e g , consumers, households, and businesses)	Microeconomic Elements within the Economy	Microeconomics Consumers Households Businesses	Skills: Flow chart
SS.9-12.11	Identifies how supply and demand determine prices	Microeconomic Elements within the Economy	Price Determination	Skills: Reads and interprets supply and demand graphs. Constructs supply/demand graphs
SS.9-12.12	Uses a historical perspective to explain how economic transactions have been and are facilitated, by using barter, money credit cards, ATM machines, electronic transfers, etc	Microeconomic Elements within the Economy	Economic Exchange	Skills: Timeline
SS.9-12.13	Illustrates the economic relationship among households, businesses and governments by using a diagram of the circular flow of resources, goods, services and money payments through markets	Microeconomic Elements within the Economy	Circular Flow	Skills: Construct charts and graphs Constructs circular flow diagrams
SS.9-12.14	Compares and contrasts the various forms of business organizations, the advantages and disadvantages of each and the sources of funding for these various enterprises - sole proprietorship - partnership, and - corporations	Microeconomic Elements within the Economy	Types of Businesses	Skills: Participation in stock market game Venn diagram Comparison chart
SS.9-12.15	Analyzes the economic impact of the following problems - natural disasters - financial disasters - environmental issues - downsizing, and - crime	Microeconomic Elements within the Economy	External Economic Factors	Skills: Researches current periodicals
SS.9-12.16	Identifies and gives examples of various types of market structures (e g , competition, differentiated competition, and monopoly)	Microeconomic Elements within the Economy	Types of Market Structure	Skills: Outline
SS.9-12.17	Describes the impact of organized labor on the American economy	Microeconomic Elements within the Economy	Influence of Organized Labor	Skills: Research
SS.9-12.18	Identifies and analyzes current issues facing organized labor - declining membership - organized crime	Microeconomic Elements within the Economy	Current Labor Issues	Skills: Charts, graphs

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Course	Content Standard	Topic	Concept	Notes
SS.9-12.19	Compares job qualifications, personal qualities, educational training and income benefits associated with various careers	Microeconomic Elements within the Economy	Career Opportunities	Skills: Interview skills Career center
SS.9-12.20	Describes banking functions - saving - investing, and - borrowing and lending rates	Microeconomic Elements within the Economy	Banking Functions	Skills: Computes interest rates and related skills
SS.9-12.21	Discusses criteria for selecting institutions to meet individual and family financial needs - home loans' - consumer loans - credit cards - finance companies, and - interest rates (simple/compound)	Microeconomic Elements within the Economy	Consumer Issues	Skills: Invites guest speakers. Plans field trip to financial institution Math-related skills
SS.9-12.22	Identifies and evaluates the effects of government regulation on consumers and producers in the American economy	Macroeconomic Overview of the National Economy	Role of Regulatory Agencies	Skills Chart
SS.9-12.23	Explains how the key indicators of economic performance measure the general condition and direction of the economy - GDP - consumer price index (CPI) - unemployment, and - Dow Jones average	Macroeconomic Overview of the National Economy	Macroeconomics Key Economic Indicators	Skills: Charts Diagrams Newspapers
SS.9-12.24	Explains how aggregate supply and demand reflect the overall activity of the economy	Macroeconomic Overview of the National Economy	Aggregate Supply and Demand	Skills: Graphs
SS.9-12.25	Explains causes and effects of unemployment and distinguishes among the basic types of unemployment	Macroeconomic Elements within the Economy	Types of Unemployment	Skills Business cycle chart
SS.9-12.26	Explain the impact of women and other minorities in the economy - wage earners - entrepreneurial / managerial - savings & investment / debt - consumerism - education, and - child rearing		Minority Issues	Skills: Invites guest speakers Library research
SS.9-12.27	Identifies and analyzes the nature and causes of inflation and deflation and describes their impact on economic decisions made by businesses and households	Macroeconomic Elements within the Economy	Business Cycle Economic Cycle	Skills: Business cycle chart

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Course	Content Standard	Topic	Concept	Notes
SS.9-12.28	Describes and explains the organization of the Federal Reserve System and how it regulates the money supply: - reserve requirement - discount rate, and - open-market operations	Macroeconomic Elements within the Economy	Role of Federal Reserve Monetary Policy	Skills Chart
SS.9-12.29	Explains how the federal government's taxing, spending and borrowing policies affect the consumer, producer and overall economy - productivity - inflation/recession - national debt, and - excise tax vs. income tax	Macroeconomic Elements within the Economy	Fiscal Policy	Skills: Completes 1040 A and 1040 EZ forms Math-related skills
SS.9-12.30	Explains why countries trade and how economic specialization promotes interdependence among nations	International Economic Interdependence	International Trade	Skills Case studies
SS.9-12.31	Identifies and analyzes some of the problems associated with international trade - exchange rates - balance of payments - most favored nation status, and - trade agreements	International Economic Interdependence	International Trade Issues	Skills: Trade simulations

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Course	Content Standard	Topic	Concept	Notes

Social Studies: Grade 9-12

Psychology

Course	Content Standard	Topic	Concept	Notes
SS.9-12.1	Defines psychology and its associated subject matter	Introduction		
SS.9-12.2	Examines the relationship of psychology to the other sciences and social sciences - biology - genetics - neuroscience, and - sociology	Introduction	Psychology	
SS.9-12.3	Identifies major psychologists and their contributions - Wihelm Wundt (structuralism) - William James (functionalism) - John Watson (behaviorism) - Ivan Pavlov (biological psychology) - Max Wertheimer (Gestalt), and - Sigmund Freud (psychoanalysis)	Introduction	Psychologists	
SS.9-12.4	Identifies the scientific method used by psychologists in a psychological experiment	Introduction	Scientific Method	
SS.9-12.5	Evaluates the uniqueness of human nature and the concept of personhood - intellect /conceptual thought - freedom to choose / free will - ethical responsibility (standards) - moral accountability (obligations), and - inalienable rights of personhood	Human Nature	Uniqueness	
SS.9-12.6	Evaluates ethical considerations in psychological experiments	Psychological Experiments	Ethics	
SS.9-12.7	Discusses principles of human development	Human Growth and Development	Principles	
SS.9-12.8	Differentiates between the influences of heredity/biology and environment on human behavior	Human Growth and Development	Influential Factors	
SS.9-12.9	Defines various personality traits and describes the multifaceted development of personality	Understanding Human Behavior	Personality	

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Course	Content Standard	Topic	Concept	Notes
SS.9-12.10	Examines various methods of measuring personality traits and intellect	Understanding Human Behavior	Methodology	
SS.9-12.11	Identifies the methods of learning - classical conditioning - instrumental conditioning - modeling (verbal/live) - retention (memory recall), and - reinforcement/punishment	Learning and Thinking	Methods	
SS.9-12.12	Distinguishes among learning, remembering and forgetting	Learning and Thinking	Learning / Memory	
SS.9-12.13	Differentiates among various types of thinking - autistic / directed - convergent / divergent - associative / generative, and - creative problem solving.	Learning and Thinking	Thinking Types	
SS.9-12.14	Examines the factors that promote awareness	Awareness Emotion and Motives	Awareness	
SS.9-12.15	Describes and discusses the nature, source and function of emotions	Awareness Emotion and Motives	Emotion	
SS.9-12.16	Describes the factors that influence motivation: - instinct - need - drive, and - learned behavior	Awareness Emotion and Motives	Motivation	
SS.9-12.17	Discusses normal and abnormal reactions to conflict and frustration associated with incompatible motive conditions - approach/approach - avoidance/avoidance, and - approach/avoidance	Conflicts and Adjustments	Conflict Resolution	Skills Role play
SS.9-12.18	Describes various emotional, physiological and environmental personality disturbances	Conflicts and Adjustments	Personality Disturbances	
SS.9-12.19	Evaluates various methods of therapy for personality disturbances - somatic and - psychotherapy	Conflicts and Adjustments	Methodology	

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Course	Content Standard	Topic	Concept	Notes

Social Studies: Grade 9-12

Sociology

Course	Content Standard	Topic	Concept	Notes
SS.9-12.1	Defines sociology	Introduction	Sociology	
SS.9-12.2	Traces the historical development of sociology, including the work of the classical theorists	Introduction		Skills: Timeline
SS.9-12.3	Identifies the main theoretical perspectives in sociology and applies these to the understanding of social situations	Introduction	Theoretical Perspectives	
SS.9-12.4	Analyzes society in terms of its five basic social institutions: family, economic system, education, political system, and religion	Social Institutions	Society	Skills: Chart
SS.9-12.5	Explains cultural (ideological) and structura' (social organizational) influences on human belief and behavior	Culture	Ideological and Social Organizations	Skills: Comparisons
SS.9-12.6	Identifies and uses the scientific method of sociologists	Sociological Research	Scientific Methods	Skills: Venn diagrams Cultural map
SS.9-12.7	Relates sociology to the social and natural sciences	Sociological Research		
SS.9-12.8	Defines culture and its elements: values, norms, beliefs, symbols, physical artifacts, sanctions, and institutions	Culture	Culture Artifacts	
SS.9-12.9	Compares and contrasts cultures of the world	Culture		
SS.9-12.10	Analyzes subcultures within a society	Culture	Subcultures	
SS.9-12.11	Identifies, describes, and analyzes ethnocentrism	Culture	Ethnocentrism	Skills: Demographic map
SS.9-12.12	Analyzes the sources of social order and the processes of deviation from the norm	Culture	Social Order and Deviation	

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Course	Content Standard	Topic	Concept	Notes
SS.9-12.13	Identifies factors of the socialization process	Culture	Socialization	
SS.9-12.14	Explains systems of inequality and analyzes how they have developed around social constructs such as class, gender, race, ethnicity and age	Organization of Society	Inequality	
SS.9-12.15	Compares and contrasts the culture and structure of societies that are pluralistic with those that are more homogeneous	Organization of Society	Pluralistic Societies	
SS.9-12.16	Examines the factors involved in population and population change: births, deaths, and migration	Organization of Society	Population Demographics	
SS.9-12.17	Describes the impact of urbanization and industrialization on life changes and lifestyles	Organization of Society	Urbanization and Industrialization Lifestyles	
SS.9-12.18	Evaluates the impact of the media on public opinion	Collective Behavior	Public Opinion	
SS.9-12.19	Describes the processes of collective behavior, including rumors, fads, crazes, panics and protest movements, and their impact on society	Collective Behavior	Collective Behavior	
SS.9-12.20	Distinguishes the types of groups - primary, secondary, and tertiary - and explains their effect on behavior	Social Institutions		
SS.9-12.21	Describes the impact of the family on society and the impact of society and social change on the family	Social Institutions	Family Society	
SS.9-12.22	Identifies and analyzes current social problems from the viewpoints of the conflicting groups	Social Problems	Group Conflicts	
SS.9-12.23	Analyzes race and ethnic relations: civil rights and protest movements	Social Problems	Race and Ethnic Relations Civil Rights	
SS.9-12.24	Examines the aging of populations around the world and the effects of the rising median age (pediatrics)	Social Problems	Geriatrics	
SS.9-12.25	Identifies the causes and nature of criminal behavior	Social Problems	Criminal Behavior	

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Course	Content Standard	Topic	Concept	Notes
SS.9-12.26	Discusses the impact of poverty on society	Social Problems	Poverty	
SS.9-12.27	Discusses the nature and consequences of domestic violence	Social Problems	Domestic Violence	
SS.9-12.28	Analyzes health as a social institution in relationship to other major institutions of society	Social Problems	Public Health	

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Social Studies: Grade 9-12

U.S. History

Course	Content Standard	Topic	Concept	Notes
SS.9-12.1	Identifies and describes the native inhabitants the Europeans found in the New World	Colonial America	Colonization	Skills: Tribal maps
SS.9-12.2	Identifies the factors that led to the colonization of the continent of North America - national rivalry (example: defeat of Spanish Armada 1588) - religious persecution - economic opportunity, and - political unrest	Colonial America	Colonization	Skills: Timeline Comparison chart
SS.9-12.3	Identifies and analyzes the social, political, religious and economic patterns that developed in the American colonies	Colonial America	Colonization	Skills: Flow chart
SS.9-12.4	Explains the causes and effects of the French and Indian War	Colonial America	Colonial Rivalry	Skills: Map flow chart
SS.9-12.5	Explains the causes of the American Revolution (1763-1775)	Revolutionary Era	Independence	Skills: Timeline flow chart
SS.9-12.6	Identifies and analyzes the Declaration of Independence - basis for self-evident truths and inalienable rights - obtain support of the uncommitted Americans, and - gain foreign support	Revolutionary Era	Independence	
SS.9-12.7	Describes the major events, military campaigns and influential persons of the American Revolution. Develops a beliefs and values profile, including George Washington and Benjamin Franklin	Revolutionary Era	Revolutionary War	Skills: Campaign maps
SS.9-12.8	Discusses the limitations of the Articles of Confederation and the reasons for the calling of the Constitutional Convention	Constitutional Era	Constitutionalism	Skills: Chart
SS.9-12.9	Summarizes the debates and resulting compromises of the Constitutional Convention - large v. small states - Hamilton and Madison, and - north-south division	Constitutional Era	Compromise	Skills: Comparison chart

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Course	Content Standard	Topic	Concept	Notes
SS.9-12.10	Summarizes the Constitutional ratification process - role of the Federalist Papers - foundations of political parties - the Bill of Rights, and - Anti-Federalist arguments	Constitutional Era	Ratification	Skills: Debate
SS.9-12.11	Identifies the Bill of Rights as the first 10 amendments to the U.S. Constitution and states their importance	Constitutional Era	Individual Rights	
SS.9-12.12	Explains the importance of Washington's and John Adams' administrations -cabinet appointments -federal judiciary completed / judicial review -Hamilton's financial system -first American party system -Whiskey Rebellion -Neutrality Proclamation -"Farewell Address" -"XYZ" Affair, and -Virginia and Kentucky resolutions	Young Growing Nation	Presidential Leadership	
SS.9-12.13	Traces and describes the growth of a nation - Louisiana Purchase - War of 1812 - Convention of 1818 - Florida acquired (Adams-Onis Treaty) - The Monroe Doctrine, and - Trail of Tears	Young Growing Nation	Territorial Expansion	Skills Map
SS.9-12.14	Traces the development of political parties in the United States - the era of Good Feelings/Nationalism - election of 1824 - formation of the modern-day Democratic party and the Whig party - Clay's American System, and - Jacksonian Democracy	Young Growing Nation	Party Formation	Skills: Flowchart
SS.9-12.15	Examines the concept "Manifest Destiny" as it applies to U.S. history between 1830-1860 - Texas and Oregon - election of 1844 - Mexican War - California gold rush of 1849, and - Gadsen Purchase	Young Growing Nation	Manifest Destiny	Skills: Maps Debates Role plays

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Course	Content Standard	Topic	Concept	Notes
SS.9-12.16	Identifies the intellectual, cultural and social movements between 1830-1860 - Transcendentalism - Second Great Awakening - Abolitionist Movement - Women's Movement, and - Nativist Movement Develops a beliefs and values profile, including Ralph Waldo Emerson, Elizabeth Cady Stanton, Harriet Tubman, and Frederick Douglass	Young Growing Nation	National Reform	Skills Role plays
SS.9-12.17	Identifies and examines the industrial and transportation improvements from 1820-1860	Young Growing Nation	National Progress	
SS.9-12.18	Identifies and analyzes the causes and events leading to the Civil War - compromises of 1820, 1833, 1850 - Kansas - Nebraska Act - formation of the present day Republican Party - Dred Scott Decision - Lincoln-Douglas Debate - John Brown's raid - Lincoln's Election, and - secession of South Carolina	The Nation Divided	Sectionalism	Skills Timeline
SS.9-12.19	Examines the values and beliefs of major Civil War personalities, including Lincoln and Lee	The Nation Divided	Leadership	Skills: Compares and contrasts (source: Georgia Effective Teaching Skills on comparison and contrast)
SS.9-12.20	Discusses and analyzes reasons for the military defeat of the Confederacy - Southern advantages and disadvantages - Southern victories from Bull Run to Chancellorsville - Emancipation Proclamation - Union victories at Gettysburg and Vicksburg - Sherman's capture of Atlanta and "March to the Sea," and - Lee's surrender at Appomattox	The Nation Divided	Civil War	
SS.9-12.21	Analyzes the social, political and economic results of Reconstruction	The Reunited Nation	Reconstruction	
SS.9-12.22	Traces the development of the Industrial Revolution in the United States from 1870-1900 - population shifts from rural to urban - problems of urbanization - rise of monopolies, and - rise of labor unions	The Nation Expands and Develops	Industrial Revolution	Skills: Population density map

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Course	Content Standard	Topic	Concept	Notes
SS.9-12.23	Traces the Westward Expansion from 1865-1900 - transcontinental railroads - defeat of the Plains Indians, and - homesteading on the Plains	The Nation Expands and Develops	Expansion	Skills Thematic maps
SS.9-12.24	Describes and analyzes the social changes in the United States from 1870-1910 - "Jim Crow" laws in the South - The New Immigration - Plessy vs. Ferguson (1896), and - W.E.B. DuBois opposes views of Booker T. Washington	The Nation Expands and Develops	Social Change	
SS.9-12.25	Describes and analyzes the political reforms in the United States from 1870-1910 - Greenback Party (silver issue) and - Populist Movement	The Nation Expands and Develops	Political Reform	
SS.9-12.26	Traces and analyzes the developments that led to United States emerging as a world power - need for foreign markets/ depleting natural resources - rise of world imperialism - U.S. expansionist sentiments, and - Spanish-American War and resulting territorial acquisition	The Unites States Becomes a World Power	Imperialism	Skills Debate Role play
SS.9-12.27	Identifies and states the significance of the national reforms of Teddy Roosevelt and Woodrow Wilson during the Progressive Era - antitrust legislation - "Square Deal" - conservation movement, and - the New Freedom	The United States Becomes a World Power	Progressivism	Skills Core values
SS.9-12.28	Evaluates the foreign policies of Teddy Roosevelt, Taft and Wilson - Panama Canal - Big Stick diplomacy in Latin America - "Dollar Diplomacy" (Taft), and - Wilson's "Missionary Diplomacy" in Haiti and Mexico	The United States Becomes a World Power	Interventionism	
SS.9-12.29	Explains American entry into World War I and describes the impact of the war on life in the United States - sinking of the Lusitania - U-Boat / Zimmerman note - women and blacks enter the arms industries - suppression of pacifists and dissenters - 18th (prohibition) and 19th (womens' suffrage) amendments ratified - rejection of Wilson's League of Nations, and - isolationism vs. interventionist	The United States Becomes a World Power	World War	Skills Timeline Flow Chart

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Course	Content Standard	Topic	Concept	Notes
SS.9-12.30	Analyzes social upheavals in the United States in the 1920's and 1930's - Scopes Trial - rise of KKK - anti-foreign sentiment - women suffrage - prohibition and gangsterism, and - changes in lifestyles	A Modern Nation: 1920 to the Present	Social Change	Skills Role play
SS.9-12.31	Analyzes the causes and effects of the Great Depression	A Modern Nation: 1920 to the Present	Economic Depression	
SS.9-12.32	Analyzes the development and implementation of Franklin Delano Roosevelt's programs and relates their impact on present day social and economic policies	A Modern Nation: 1920 to the Present	New Deal Reforms	Skills Flow chart
SS.9-12.33	Analyzes the causes and results of America's participation in World War II - rise of dictatorships - totalitarian aggressions and extermination policies of Hitler - Fall of France, Battle of Britain - Pearl Harbor - women and minorities in the military and defense jobs - rationing of resources to support war effort - U.S. military contributions to allied victory - creation of the United Nations, and - Nuremburg war trials	A Modern Nation: 1920 to the Present	Global Conflict	Skills Maps Chart Role Play Timeline Interviews World War II Veterans
SS.9-12.34	Traces the causes and effects of the Cold War period 1945-1960 - Berlin Airlift - NATO vs. Warsaw Pacts - Nuclear Arms Race - Space Race - Korean War, and - McCarthyism	A Modern Nation: 1920 to the Present	Cold War	Skills Map
SS.9-12.35	Analyzes United States foreign relations from 1961 to present - Cuba (Bay of Pigs, Missile Crisis) - Latin America (Panama, Nicaragua-Contras) - Mexico and Canada (Trade Agreements, immigration) - Vietnam and Southeast Asia (Vietnam War: origins, issues, results) - Middle East (oil embargoes, Iranian hostage crisis, Gulf War) - U.S. - Israel Relations (Camp David Accords) - China (Nixon policies), and - Africa (Apartheid)	A Modern Nation: 1920 to the Present	Foreign Relations	Skills Maps Timeline Interviews Vietnam veterans Analysis of primary documents (source: Carter Center, Georgia Trust for Historical Preservation, and National Archives).

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Course	Content Standard	Topic	Concept	Notes
SS.9-12.36	Evaluates social protest movements and the demand for reforms in the post-World War II period to the present - rock-n-roll - Counter cultures - Feminist movement, and - Environmentalism	A Modern Nation 1920 to the Present	Social Protest	Skills: Role play Culture charts
SS.9-12.37	Traces the events and identifies the influential personalities of the Civil Rights Era from 1947 to the present - Integration of military - Brown vs. Board of Education 1954 (Plessy vs. Ferguson) - Montgomery bus boycott - Central High, Little Rock - Freedom Rides and sit-ins - Selma - Washington March, "I Have a Dream" Speech - Rosa Parks - Malcolm X - Dr. Martin Luther King, Jr. - Jesse Jackson, and - Farakhan	A Modern Nation 1920 to the Present	Civil Rights	Skills: Interviews Oral history Video production Timeline
SS.9-12.38	Analyzes how conflicting philosophies affect the U.S. government's role in solving domestic problems - impact of the Great Society - supply - side/Reaganomics economics - debate on the welfare state - debate over social issues, and - 1994 Congressional " revolution "	A Modern Nation 1920 to the Present	Ideological Conflict	
SS.9-12.39	Examines the technological changes in the post-World War II period to the present	A Modern Nation 1920 to the Present	Technological Advancement	
SS.9-12.40	Locates and explains the location and expansion of the original colonies Traces the advance of the frontier and the territorial expansion of the United States and explains how it was influenced by the physical environment Locates new states as they were added to the union	History and Geography	Skill Development	
SS.9-12.41	Compares patterns of agricultural and industrial development in different regions as they relate to natural resources, markets, and trade	History and Geography	Skill Development	
SS.9-12.42	Analyzes the political, social, and economic implications of demographic changes in the nation over time	History and Geography	Skill Development	

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Course	Content Standard	Topic	Concept	Notes
SS.9-12.43	Interprets the significance of excerpts from famous speeches and documents in U.S. history, including "The Letter from Birmingham Jail," "Speak softly and carry a big stick ...," "The Gettysburg Address," and "The Virginia Statute of Religious Freedom."	Historical Documents/ Speeches	Skill Development	
SS.9-12.44	Formulates historical questions and defends findings based on inquiry and interpretation. Analyzes documents, records, and data (such as artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, etc.)	Research and Reporting	Skill Development	
SS.9-12.45	Communicates findings orally, in brief analytical essays, and in a comprehensive paper	Research and Reporting	Skill Development	
SS.9-12.46	Develops skills in discussion, debate, and persuasive writing with respect to enduring issues and determines how divergent viewpoints have been addressed and reconciled. Such issues include: - civil disobedience vs. the rule of law - slavery and its impact - the relationship of government to the individual in economic planning and social programs - freedom of the press vs. the right to a fair trial - the tension between majority rule and minority rights - problems of intolerance toward racial, ethnic, and religious groups in American society - the evolution of rights, freedoms, and protections through political and social movements	Developing, Holding and Defending Positions	Skill Development	
SS.9-12.47	Translates dates into centuries.	Time and Chronology	Skill Development	
SS.9-12.48	Makes timelines sequencing a series of events.	Time and Chronology	Skill Development	
SS.9-12.49	Uses annotated timelines to relate people and events	Time and Chronology	Skill Development	
SS.9-12.50	Uses flow chart -to show cause/effect -to show origin and completion of a cycle, and -to show change over time	Time and Chronology	Skill Development	
SS.9-12.51	Formulates generalizations and conclusions about time in studying the development of U.S. history	Time and Chronology	Skill Development	
SS.9-12.52	Relates past to present in the study of change and continuity in U.S. history	Time and Chronology	Skill Development	

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Social Studies: Grade 9-12

World Geography

Course	Content Standard	Topic	Concept	Notes
SS.9-12.1	Identifies the physical characteristics of geographic patterns (e.g., deserts, plains, and mountains)	Regions	Landforms Climate zones Vegetation zones	Skills Hands-on map and globe skills should be used throughout course
SS.9-12.2	Explains why regions are basic units of geographic study. (One semester: North America; Central and South America; Europe; and Central Eurasia)	Regions	Regions/Area Studies	
SS.9-12.3	Explains why regions are basic units of geographic study. (One semester: Middle East and North Africa; Africa South of the Sahara; South Asia; and East Asia)	Regions	Regions/Area Studies	
SS.9-12.4	Explains how regions may be defined by cultural or physical features or by combination of both	Regions	Physical Geography Cultural Geography	
SS.9-12.5	Defines absolute and relative location and differentiates between them	Location	Absolute Location Relative location	
SS.9-12.6	Uses a grid system to locate specific places on local, state, national, and world maps and on globes	Map Skills	Absolute Location	
SS.9-12.7	Uses map keys and legends to correctly interpret resource, product, historical, physical, political and economic maps.	Map Skills	Location Place	
SS.9-12.8	Differentiates between physical and cultural features on the earth's surface	Map Skills		
SS.9-12.9	Draws conclusions based on multiple pieces of information included on a map	Map Skills		
SS.9-12.10	Uses maps and globes to explain geographical settings of historic and current events	Map Skills	Location Place	
SS.9-12.11	Makes generalizations about human activities in a geographic region using map information	Map Skills	Region	

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Course	Content Standard	Topic	Concept	Notes
SS.9-12.12	Explains how location influences activities and processes that occur in different places.	Map Skills	Location Place	
SS.9-12.13	Explains how knowledge of locations and their characteristics is a key factor in understanding human interdependence	Human-Environment Interaction	Location Place Interdependence	
SS.9-12.14	Describes several ways in which people inhabit, modify and adapt culturally to different physical environments.	Human-Environment Interaction	Relationships within Places	
SS.9-12.15	Describes how people use natural environments to extract needed resources, to grow crops and to create settlements.	Human-Environment Interaction	Relationships within Places	
SS.9-12.16	Describes how the human ability to modify physical environments and create cultural landscapes has increased in scope and intensity through the use of technology.	Human-Environment Interaction	Relationships within Places	
SS.9-12.17	Identifies the physical characteristics of a place - land forms - climates, and - vegetation	Place	Physical Characteristics	
SS.9-12.18	Uses physical characteristics to describe regions. North America: river systems, mountain ranges, plains (prairies), climates, and natural resources.	Place/Region	Physical Characteristics	
SS.9-12.19	Uses physical characteristics to describe regions. Central and South America: isthmus, mountain ranges, river systems, plains (llanos, pampas), rainforest, and natural resources.	Place/Region	Physical Characteristics	
SS.9-12.20	Uses physical characteristics to describe regions (e.g., Europe , which may include Eastern Europe: climate zones, mountain ranges, Great European Plain, peninsulas, river systems, and natural resources)	Place/Region	Physical Characteristics	
SS.9-12.21	Uses physical characteristics to describe regions (e.g., Central Eurasia, which may include Eastern Europe: plains; steppes, tundra; taiga; deserts; river systems; mountain systems, natural resources, and ecological degradation)	Place/Region	Physical Characteristics Ecology	
SS.9-12.22	Identifies the cultural characteristics of a region (e.g., Central Eurasia: Slavic, Turkic languages; Orthodox Christianity; Islam, Russian Empire; Soviet Empire, communism, modernization,, and nationalism)	Place/Region	Cultural Characteristics	

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Course	Content Standard	Topic	Concept	Notes
SS.9-12.23	Uses physical characteristics to describe regions (e.g., Middle East (Southwest Asia) and North Africa: "the desert world," rivers, seas, mountain systems, and resources)	Place/Region	Physical Characteristics	
SS.9-12.24	Uses physical characteristics to describe regions (e.g., Africa, South of the Sahara: sahel, savannah, rainforest, plateau, river systems, Great Rift Valley, and resources)	Place/Region	Physical Characteristics	
SS.9-12.25	Uses physical characteristics to describe regions (e.g., South Asia: Himalayas, subcontinent, plateau, peninsula, river systems, monsoons, and natural resources)	Place/Region	Physical Characteristics	
SS.9-12.26	Uses physical characteristics to describe regions (e.g., East Asia: Gobi, river systems, North China Plain, island, island nations, peninsula, mountain systems, relative location, and isolation)	Place/Region	Physical Characteristics Relative Location	
SS.9-12.27	Identifies the cultural characteristics of a place - linguistic patterns - religious patterns - political system - economic system, and - historical development	Place/Region	Cultural Characteristics	
SS.9-12.28	Identifies the cultural characteristics of a region (e.g., North America: Anglo-America, French Quebec, Christianity, federal systems, democracies, the Commonwealth, republic, developed economies, and post-industrial economies)	Place/Region	Cultural Characteristics	
SS.9-12.29	Identifies the cultural characteristics of a region (e.g., Central and South America: Latin America, Roman Catholic Christianity, coups d'etat, revolutions, juntas, developing countries (LDCs), latifundism, and peonage)	Place/Region	Cultural Characteristics	
SS.9-12.30	Identifies the cultural characteristics of a region (e.g., Europe: Romance, Germanic, Slavic languages, three branches of Christianity, Industrial Revolution, economic development, 20th century wars, Cold War, and European Union)	Place/Region	Cultural Characteristics	
SS.9-12.31	Identifies the cultural characteristics of a region (e.g., Middle East and North Africa: "the Arab world," birthplace of three monotheistic religions including Islam and Judaism (Christianity studied with Europe or the Americas), Ottoman Empire, League of Nations mandates, Zionism, conflicting nationalisms, Arab-Israeli Wars, Iranian Revolution, Gulf War, oil-rich developing countries, and oil cartel)	Place/Region	Cultural Characteristics	

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Course	Content Standard	Topic	Concept	Notes
SS.9-12.32	Identifies the cultural characteristics of a region (e.g., Africa South of the Sahara diversity of languages, "Francophone Africa," "Anglophone Africa," (relates to theme of movement), indigenous religions, Islam, Christianity, Medieval kingdoms and empires, slave trade (relates to theme of movement, "the Columbian Exchange"), European imperialism, 20th century nationalism, political maps, ethnic conflict, developing countries, "Third World," and "Fourth World")	Place/Region	Cultural Characteristics	
SS.9-12.33	Identifies the cultural characteristics of a region (e.g., South Asia: diversity of languages, Hinduism, Buddhism, the "Indianization of South Asia," Islam, European imperialism, nationalism, partition of India, ethnic conflict, and developing countries)	Place/Region	Cultural Characteristics	
SS.9-12.34	Identifies the cultural characteristics of a region (e.g., East Asia: literacy using Chinese characters, Confucianism, Buddhism, China's dynastic cycles, 20th century revolutions, communism, modernization, the "opening" of Japan, Japan's role in the 20th century, "Pacific Rim," and newly industrialized countries (NIC's))	Place/Region	Cultural Characteristics	
SS.9-12.35	Gives examples of how humans view a single place from many perspectives - cultural center - source of an important resource - political trouble spot, and - rural/urban/metropolitan areas	Place		
SS.9-12.36	Describes ways in which people move themselves, their products and their ideas across Earth, using spatial interaction and diffusion concepts	Movement		
SS.9-12.37	Explains why there are few places that are self-sufficient, and that networks of transportation and communications are needed	Movement		
SS.9-12.38	Describes how changes in transportation and communication technology influence the rates at which people, goods and ideas move from place to place	Movement		
SS.9-12.39	Explains how movements can be planned and organized to save energy, reduce travel time and conserve resources	Movement		
SS.9-12.40	Uses the basic elements of maps and globes to obtain information -title, legend -scale, grid, parallels and meridians, and -projection	Map and Globe Skills		
SS.9-12.41	Interprets aerial photographs	Map and Globe Skills		

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
SS.9-12.42	Uses map grids to plot absolute location	Map and Globe Skills		
SS.9-12.43	Uses special purpose (thematic) maps	Map and Globe Skills		
SS.9-12.44	Determines appropriate map, globe, or chart to illustrate a data set	Map and Globe Skills		
SS.9-12.45	Transforms primary data into maps, charts, and graphs	Map and Globe Skills		
SS.9-12.46	Uses geography technology, geographic information systems (GIS) and satellite-produced imaging	Map and Globe Skills		
SS.9-12.47	Constructs mental maps (maps drawn from memory to answer geographic questions) -to identify the ways in which mental maps influence decisions about location, settlement and public policy, and -to identify common factors that affect the development of spatial understandings and preferences by comparing mental maps of individuals	Map and Globe Skills		
SS.9-12.48	Describes the differing characteristics of settlements, including cities in developing and developed countries	Map and Globe Skills		
SS.9-12.49	Explains the location, size and function of cities in a nation's economy	Map and Globe skills		
SS.9-12.50	Analyzes the internal structure and growth of cities using maps, graphs and charts	Map and Globe Skills		
SS.9-12.51	Explains how the role and function of a city changes with size	Map and Globe Skills		

Georgia Quality Core Curriculum

Social Studies: Grade 9-12

World History

Course	Content Standard	Topic	Concept	Notes
SS.9-12.1	Traces the development of early cultures and identifies methods of human adaptation and change - Old Stone Age - New Stone Age - Bronze Age, Iron Age, and - Agricultural Revolution	Ancient Civilizations	Human-Environment Interaction Technology	Skills: Timeline
SS.9-12.2	Identifies and discusses characteristics and contributions of the early civilizations of the Middle East and Africa - Judaism and historic development	Ancient Civilizations	Civilization Social Institutions (religion) (political system/-empires) Continuity	Skills: Flow chart
SS.9-12.3	Identifies the characteristics of each of these classical civilizations - China - India - Greece, and - Rome	Ancient Civilizations	Cultural Development Individuals and History (Confucius, Shih Huang-ti, Asoka, the Buddha, Greek philosophers, the Caesars)	Skills: Comparison chart Maps
SS.9-12.4	Discusses the lasting contributions of the classical civilizations and their impact on cultural development - Hinduism - Buddhism, and - Confucianism	Ancient Civilizations	Continuity Cultural Development "Classical" Social Institutions (Religion: Hinduism, Buddhism, Confucianism)	
SS.9-12.5	Analyzes the religious, political, and economic systems and cultural contributions of Europe - Christianity - Feudalism - Manoralism - Gothic Art - Germanic and Norse invasions, and - Rise of nation-states	The Medieval World	Social Institutions (Religion: Christianity, Political Systems: Feudalism, Empire, Nation-State, and Economic Systems: Manorialism) Cultural Development Continuity Movement Individuals and History (Jesus, St. Paul, and Charlemagne)	Skills: Comparison chart

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Course	Content Standard	Topic	Concept	Notes
SS.9-12.6	Analyzes the religious, political, and economic systems and cultural contributions of the Middle East. - Islam - Byzantine/Islamic Empires - Crusades/Seljuk/Ottoman Turks, and - Arab/Moslem contributions to world civilization	The Medieval World	Continuity Social Institutions (Religion: Islam, Political Systems: Empire) Conflict Movement Individuals and History (Muhammad), and Cultural development	Skills: Map skills Constructs parallel timelines
SS.9-12.7	Analyzes the religious, political, and economic systems and cultural contributions of the Sub-Sahara Africa - West African Kingdoms and - East African trading states	The Medieval World	Civilization Social Institutions (Family: Matrilineal Descent, Education: Griots; Political Systems: Kingdoms, City-States, and Economic System: trade routes) Cultural Development, and Continuity and Change	Skills: Constructs parallel timeline Map skills
SS.9-12.8	Analyzes the religious, political, and economic systems and contributions of Asia - India - Moguls (Mughals) - China - Ming, and - Japan - Tokugawa	The Medieval World	Social Institutions (Political Systems: Empires, Feudalism vs. Centralization, and Japan's Shogunate, Isolationism) Continuity and Change, and Cultural Development	Skills: Constructs parallel timeline Map skills
SS.9-12.9	Describes the contributions and characteristics of civilizations in South and Central America - Olmecs - Mayas - Aztecs, and - Incas	The Medieval World	Civilization	Skills: Creates map Comparison chart
SS.9-12.10	Traces and examines economic, political, cultural, religious and historical changes and discoveries of Renaissance and Reformation Europe	Age of Exploration	Cultural Development Continuity and Change Social Institutions (Religion: Protestant Reformation, Catholic Reformation), and Individuals and History (Selected artists, Martin Luther, the Tudor monarchs)	

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
SS.9-12.11	Explains the causes and effects of European exploration and colonization patterns in the New World	Age of Exploration	Movement (the Columbian Exchange) Change (the Columbian Exchange) Conflict: Imperial Rivalries Cultural Diffusion Individuals and History (Columbus, Amerigo Vespucci, Magellan, Pizarro, Cortez, Cabot, Champlain), and Social Institutions (Political System: Colonies; Economic System: Mercantilism)	Skills Timeline Maps
SS.9-12.12	Identifies changes resulting from the scientific and commercial revolutions	Age of Exploration	Economics and History	Skills Flow chart
SS.9-12.13	Identifies and examines the major causes and events that led to the western democratic revolutions - English Civil War and Glorious Revolution - Age of Reason/ Enlightenment - American Revolution, and - French Revolution	Years of Revolution and Change	Impact of ideas Growth of the Democratic Idea Conflict Change Individuals and History (John Locke, Isaac Newton, Napoleon), and Social Institutions (Political System: Absolutism vs. Limited Monarchy, Republic)	Skills: Annotated timeline
SS.9-12.14	Traces the development and decline of the European colonial empires in the Americas	Years of Revolution and Change	Change Nationalism, Wars for Independence, and Individuals and History (Toussaint l'Ouverture, Bolivar, and San Martin)	Skills: Develops map timeline
SS.9-12.15	Traces and examines the technological and industrial revolutions	Years of Revolution and Change	Technology and History Economics and History	Skills Chart
SS.9-12.16	Identifies and examines significant individuals and events leading to the intellectual and cultural growth of European society	Years of Revolution and Change	Impact of Ideas Individuals and History (Karl Marx and Charles Darwin) Cultural Development (Romanticism, Realism in music, literature, and painting)	

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
SS.9-12.17	Identifies and analyzes the development of European nationalism with emphasis on Italy, Germany and the Balkans.	Years of Revolution and Change	Nationalism Nation-State Individuals and History (Bismarck)	Skills: Parallel timeline
SS.9-12.18	Traces the spread of imperialism into Asia and Africa.	Years of Revolution and Change	Imperialism Individuals and History (Cecil Rhodes)	Skills: Maps
SS.9-12.19	Traces and analyzes the causes and effects of World War I and identifies the major events.	The Modern World	Conflict Technology	Skills: Timeline
SS.9-12.20	Discusses the causes and effects of the Bolshevik Revolution and the rise of world communism.	The Modern World	Impact of Ideas (Communism, Revolution) Conflict Change Social Institutions (Political System: Totalitarianism) (Economic System: Socialism, Communism), and Individuals and History (Lenin)	
SS.9-12.21	Discusses the totalitarian regimes by comparing and contrasting fascism and communism.	The Modern World	Impact of Ideas (Fascism/Nazism) Individuals and History (Hitler)	Skills: Comparison chart
SS.9-12.22	Traces and analyzes the causes and effects of World War II.	The Modern World	Conflict Individuals and History (Churchill, Stalin, Roosevelt)	Skills: Timeline Map
SS.9-12.23	Analyzes the phenomenon of genocide in the 20th century -Armenian -Nazi holocaust, and -ethnic cleansing (Balkan, African, and Asian).	The Modern World	Human Rights	Skills: Interviews survivors. (source: Holocaust Museum, Washington, D.C.)
SS.9-12.24	Discusses anti-colonialism and the economic and political impact of the Third World.	The Modern World	Nationalism Conflict and Cooperation Change Individuals (Gandhi and Mandela)	Skills: Maps Timeline Parallel timelines

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
SS.9-12.25	Identifies and discusses the causes of the Cold War and the major conflicts resulting from the rivalry between East and West	The Modern World	Conflict Individuals and History (Mao Tse-tung)	
SS.9-12.26	Identifies and analyzes the problems of the interdependent World (1945 to present), (e.g., population, food supply, nuclear weapons, terrorism, etc.)	The Modern World	Cooperation and Conflict Interdependence	Skills Special purpose maps Cartogram
SS.9-12.27	Identifies the major revolutions of the 20th century: agricultural, technological, medical, social and cultural	The Modern World	Change Technology and History	
SS.9-12.28	Discusses the crises of the late 20th Century A. Conflicting nationalisms -Middle East (Arab-Israeli conflicts) -South Asia (partition of India) -Africa B. Revolutions of rising expectations -China -Eastern Europe -Latin America	The Modern World	Conflict	Skills Maps Chart
SS.9-12.29	Distinguishes between primary and secondary sources. Validates sources' authenticity, authority, credibility and possible bias	Research and Reporting Skills		
SS.9-12.30	Recognizes and explains how different points of view have been influenced by nationalism, race, religion, ethnicity and the climate of the time	Research and Reporting Skills		
SS.9-12.31	Uses electronic databases to perform research - Uses electronic encyclopedias, almanacs, indexes and catalogs to retrieve and select relevant information - Uses local and wide-area networks and modem-delivered services to access and retrieve information	Research and Reporting Skills		
SS.9-12.32	Develops skills in discussion, debate, and persuasive writing - Evaluates different assessments of causes, costs and benefits of major events - Develops and presents arguments to support own interpretation	Research and Reporting Skills		
SS.9-12.33	Applies geography to interpret the past by using a variety of maps, charts and documents to explain the historical migrations of people, the expansion and disintegration of empires, and the growth of economic systems	Geography Skills		

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Course	Content Standard	Topic	Concept	Notes
SS.9-12.34	Identifies trends in global population distribution.	Geography Skills		
SS.9-12.35	Identifies and compares contemporary national political boundaries with the locations of civilizations, empires and kingdoms of the past. Identifies and analyzes shifts in national political boundaries - 19th Century and - 20th Century	Geography Skills		
SS.9-12.36	Identifies the distribution of the major religions in the contemporary world.	Geography Skills		
SS.9-12.37	Maps the spread of technological innovations.	Geography Skills		
SS.9-12.38	Uses B.C. (Before Christ) and A. D. (Anno Domini) for dates in European history. Uses B.C. and A.D. or B.C.E. (Before the Common Era) and C.E. (Common Era) for dates in Middle Eastern history.	Time and Chronology Skills		
SS.9-12.39	Translates dates from other calendars, if such dates are given, into B.C. and A.D.	Time and Chronology Skills		
SS.9-12.40	Translates dates into centuries.	Time and Chronology Skills		
SS.9-12.41	Makes timelines sequencing a series of events.	Time and Chronology Skills		
SS.9-12.42	Uses annotated timelines to relate people and events.	Time and Chronology Skills		
SS.9-12.43	Uses parallel timelines to compare developments in different areas in the same time frame.	Time and Chronology Skills		
SS.9-12.44	Formulates generalizations and conclusions about time in studying the development of human affairs.	Time and Chronology Skills		
SS.9-12.45	Relates the past to the present in the study of change and continuity in human affairs.	Time and Chronology Skills		

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Georgia Quality Core Curriculum

Social Studies: Grade 11-12

American Government

Course	Content Standard	Topic	Concept	Notes
SS.11-12.1	Defines government and lists the characteristics of a nation-state	Foundations of the American Government	Nation-States and Government	Skills: Outline
SS.11-12.2	Differentiates between authoritarian and democratic governmental systems - monarch-dictatorship-democracy and - absolute vs. limited monarchy	Comparative Government	Authoritarian Government and Democratic Government	Skills: Comparison chart
SS.11-12.3	Describes the basic concepts of democracy and their origins - direct vs indirect democracy (republic)	Comparative Government	Republic and Democracy	Skills: Timeline Comparison chart
SS.11-12.4	Identifies the plans (Virginia vs. New Jersey), conflicts (small vs. large; North vs. South), and conflicting philosophies (Hamilton vs. Madison) that were present at the Constitutional Convention and the compromises that led to the document's adoption	Foundations of American Government	Constitution	Skills: Timeline Outline
SS.11-12.5	Describes the formation, content and purpose of the first 10 amendments to the U.S. Constitution. Identifies in particular the foundational importance of religious, press and speech freedoms in the maintenance of a democratic republic	Foundations of American Government	U.S. Constitutionalism	Skills: Note-taking
SS.11-12.6	Identifies the foundational principles of the U.S. Constitution - popular sovereignty - limited government - constitutionalism - separation of powers - checks and balances - judicial review - federalism - equality before the law - separation of powers, and - civilian control of the military	Foundations of American Government	U.S. Constitutionalism	
SS.11-12.7	Assesses the development of the relationship between the three branches of government, including executive vs. legislative power shifts and struggles and impact of the line-item veto and judicial activism	Foundations of American Government	Separation of Powers	Skills: Chart Venn diagram
SS.11-12.8	Describes the uniqueness of American federalism	Foundations of American Government	Federalism	Skills: Comparison chart

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
SS.11-12.9	Traces the historical development of American political parties	Political Parties	Political Party System	Skills: Flow chart Timeline Comparison chart
SS.11-12.10	Describes the process involved in creating political party platforms	Political Parties	Party Platforms	Skills: Mock election Compares personal philosophy with party platforms
SS.11-12.11	Analyzes methods involved in choosing political candidates - conventions - primaries - caucuses, and - campaigns	Political Parties	Selecting Political Candidates	Skills: Mock party convention
SS.11-12.12	Identifies how elections are administered and controlled at the various levels of government	Elections and Voting	Election Process	Skills: Mock election Fills out a voter registration card
SS.11-12.13	Explains the methods involved in political campaigning (outlines a typical presidential election)	Elections and Voting	Campaigning	Skills: Creates a campaign commercial
SS.11-12.14	Traces the expansion of suffrage	Elections and Voting	Suffrage	Skills: Timeline
SS.11-12.15	Describes the development and nature of public opinion in America	Public Opinion/The Media	Public Opinion	Skills: Conducts an opinion poll
SS.11-12.16	Assesses the influence of propaganda and media bias in the formation of public opinion	Public Opinion/The Media	Propaganda Bias Public Opinion	Skills: Differentiate among facts, principles of thought, biases, and opinions
SS.11-12.17	Identifies methods of effective expression of public opinien - demonstrations - propaganda - advertising - opinion, and - leadership	Public Opinion/The Media	Demonstrations Protest	

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Course	Content Standard	Topic	Concept	Notes
SS.11-12.18	Describes methods of measuring public opinion - rise of interest groups - polls - surveys, and - election results	Public Opinion/The Media	Public Opinion	Skills: Graphs Charts Tables
SS.11-12.19	Describes the development and roles of special interest groups (foreign and domestic)	Special Interest Groups	Special Interest Groups	
SS.11-12.20	Compares and contrasts various types of American interest groups	Special Interest Groups	Interest Groups	Skills: Comparison chart
SS.11-12.21	Analyzes the impact of special interest groups on American political behavior - lobbying and - unions	Special Interest Groups	Political Behavior	Skills: Descriptive analysis
SS.11-12.22	Identifies the delegated constitutional powers of Congress as listed in Article I, including the necessary and proper clause.	Legislative Branch: Congress	Delegated Powers	
SS.11-12.23	Identifies the local members of Congress and explains the duties and responsibilities of a member of Congress.	Legislative Branch: Congress	Local Representation	Skills: Comparisons
SS.11-12.24	Compares and contrasts the House and the Senate.	Legislative Branch: Congress	House and Senate	Skills: Compares and contrasts
SS.11-12.25	Analyzes all steps involved in the process of a bill becoming a law.	Legislative Branch: Congress	Legislative Process	Skills: Flow chart
SS.11-12.26	Identifies the influences and impact of lobbying, special interests, constituent demands and pork-barreling in the legislative process.	Legislative Branch: Congress	Lobbying Pork-Barreling	Skills: Comparisons Compromise Consensus
SS.11-12.27	Identifies and illustrates the various roles a president must simultaneously fulfill while in office.	Executive Branch	Presidency	
SS.11-12.28	Identifies and analyzes the constitutional powers a president has at his/her disposal and how various presidents have used or been unable to use those powers.	Executive Branch	Use of Presidential Powers	Skills: Descriptive charts

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Course	Content Standard	Topic	Concept	Notes
SS.11-12.29	Identifies the development, functions and responsibilities of the various cabinet departments	Executive Branch	Cabinet	Skills: Organizational chart Timeline
SS.11-12.30	Diagrams the hierarchy of the bureaucracy, including the various White House offices, the Cabinet, commissions, and corporations and other Independent Executive Agencies	Executive Branch	Bureaucracy	Skills: Organizational chart
SS.11-12.31	Analyzes the interaction of the legislative and executive branches in the budget process including the function of the Office of Management and Budget.	Executive Branch	Budget	Skills Budgeting
SS.11-12.32	Analyzes the responsibility of the federal courts in the interpretation of law and judicial review	Judicial Branch	Federal Court System	Skills: Organizational chart
SS.11-12.33	Evaluates the role of the U.S. Supreme Court in regard to judicial activism, including a discussion of monumental court decisions such as: - McCulloch (federal supremacy) - Brown (minority rights) - Murray (exclusion of religion from public life) - Shenck (clear and present danger) - Roe (abortion), and - Charlotte-Mecklenberg (busing).	Judicial Branch	Supreme Court	Skills: Research
SS.11-12.34	Traces the origin of individual rights in European history (Judeo-Christian traditions) and their transmission and application to U.S. history	Individual Rights and Court Procedure	Basic Rights	Skills: Timeline
SS.11-12.35	Traces the expansion and limitations of individual rights through court decisions.	Individual rights and Court Procedures	Judicial Review	Skills: Analysis
SS.11-12.36	Determines rights associated with due process of law - Gideon v. Wainwright - Mapp v. Ohio - Escobedo vs. Illinois, and - Miranda vs. Arizona.	Individual Rights and Court Procedures	Due Process	Skills: Moot court Analysis
SS.11-12.37	Discusses the conflict between individual/group rights and absolute/limited freedoms.	Individual Rights and Court Procedures	Rights vs. Freedom	Skills: Comparison
SS.11-12.38	Compares and contrasts Georgia's Constitution with the U.S. Constitution. - checks and balances, and - executive structures compared	Role of State and Local Government	Georgia Constitution	Skills: Comparison chart

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
SS.11-12.39	Identifies and describes the various local government structures (county and municipal) and special districts	Role of State and Local Government	Local Governments	Skills: Organizational chart
SS.11-12.40	Compares and contrasts federal, state and local sources of revenue	Role of State and Local Government	Taxation	Skills Computing
SS.11-12.41	Identifies current state, federal and local elected officials	Role of State and Local Government	Local Representation	

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Social Studies: Grade 11-12

High School Ethnic Studies

Course	Content Standard	Topic	Concept	Notes
SS.11-12.1	Identifies various ethnic groups in the United States		Introduction	
SS.11-12.2	Describes factors that promoted immigration to the United States		Introduction	
SS.11-12.3	Identifies common cultural characteristics of various tribal groups of Native Americans		Native American	
SS.11-12.4	Traces the development of the relationship between Native American and other groups throughout United States History - Treaties - Iroquois Confederation - Pontiac - Tecumseh - Trail of Tears, and - Indian Wars		Native American	
SS.11-12.5	Examines the nature of current federal and state government policies toward Native Americans		Native American	
SS.11-12.6	Assesses the problems of Native Americans living in the United States		Native American	
SS.11-12.7	Evaluates the contributions of Native Americans to American culture		Native American	
SS.11-12.8	Examines historical factors affecting the immigration of various western European national groups, with particular emphasis on the English, Spanish, Irish and Germans		European Americans	
SS.11-12.9	Describes the impact of western European groups on the political, economic, social and cultural life within the United States		European Americans	
SS.11-12.10	Examines historical factors affecting the immigration of various eastern and southern European national groups, with particular emphasis on the Italian, Polish and Jewish immigration		European Americans	
SS.11-12.11	Describes the impact of eastern and southern European groups on the political economic, social and cultural life of the United States		European Americans	

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Course	Content Standard	Topic	Concept	Notes
SS.11-12.12	Identifies the origin and nature of problems European Americans have experienced in the United States.		European Americans	
SS.11-12.13	Examines historical factors affecting the immigration of Hispanic groups, with particular emphasis on Mexicans, Puerto Ricans, Cubans and Haitians.		Hispanic Americans	
SS.11-12.14	Describes the impact of Hispanic groups on the political, economic, social and cultural life within the United States.		Hispanic Americans	
SS.11-12.15	Examines the contributions Hispanics have made to the United States.		Hispanic Americans	
SS.11-12.16	Describes the causes and nature of slavery within the Unites States and its impact on African Americans.		African Americans	
SS.11-12.17	Examines the African-American quest for political, economic and social equality.		African Americans	
SS.11-12.18	Assesses the current problems African Americans face in the United States.		African Americans	
SS.11-12.19	Evaluates the contributions African Americans have made to American culture.		African Americans	
SS.11-12.20	Examines historical factors affecting the immigration of Asian groups, with particular emphasis on Chinese, Japanese, Indians, Southeast Asians and Oceanic Asians.		Asian Americans	
SS.11-12.21	Identifies the origin and nature of problems of Asian Americans in the United States.		Asian Americans	
SS.11-12.22	Describes the impact of Asian Americans on the political, economic, social, and cultural life within the United States.		Asian Americans	
SS.11-12.23	Examines historical factors affecting the immigration of Middle Eastern groups.		Middle Easterners	
SS.11-12.24	Identifies the origin and nature of problems of Middle Eastern groups in the United States.		Middle Easterners	
SS.11-12.25	Describes the impact of Middle Easterners on the political, economic, social and cultural life within the United States.		Middle Easterners	

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
SS.11-12.26	Compares and contrasts the cultures of selected ethnic groups		Cultural Diversity	
SS.11-12.27	Examines the influences that ethnic groups have had on the historical development of the United States		Cultural Diversity	
SS.11-12.28	Identifies individuals and their contributions in areas of endeavors (e.g. inventors, scientists, and educators)		Cultural Diversity	

Georgia's Quality Core Curriculum

Foreign Languages Grades 9-12

Introduction to Foreign Languages
Quality Core Curriculum
9-12

I. Organization

The Quality Core Curriculum for foreign languages is divided into two sections: Modern Foreign Languages and Latin. The former delineates skills that should be demonstrated by a student of any of the modern languages; the latter is specific to Latin. The framework for the modern foreign languages accommodates elements of grammar, syntax, and linguistics that are also germane to the less commonly taught languages such as Arabic, Chinese, Japanese, Korean, and Russian. Thus, topics and concepts uniquely representative of these languages must receive the attention necessary for students to achieve the content standards.

This QCC is not intended to address the exploratory curriculum of a middle or elementary school. However, it can serve as a guideline by which teachers in the middle or elementary school help students to better prepare for sequential foreign language study. A curriculum for sequential study at the elementary level exists separately from the QCC framework. Research in the area of foreign language acquisition supports early starts and long sequences of study when expertise and proficiency in the target language are expected.

The QCC curriculum contains the following information:

Subject:	area of study
Grade:	year of study
Strand: discipline	a broad linking of major components of the subject or
Topic:	a foundation for developing each content standard. The complexity of the coverage of the topics will depend upon the language level.

Concept:	syntactic and cultural component of each content standard
Content Standard:	statements that clearly define what students should know and be able to do
Skills:	specific identifiable actions a student performs
Assessment:	methods to evaluate or measure student skills in listening, speaking, reading, and writing. Students must be assessed in the same manner in which they were taught. In the later stages of foreign language learning, listening, and speaking plus some reading and writing may be assessed with the same instrument.
References:	lists targeted standards for each content standard

The QCC establishes what foreign language students will be able to do at designated benchmarks (Levels I, II, III, IV, and V). The goal of foreign language instruction is to have students actually use the target language for specific purposes. In this context, grammar becomes a means to accomplish the defined content standard; it does not exist as an end in itself. Language skills are no longer isolated by the discrete skills of listening, speaking, reading, and writing. The process by which students communicate is emphasized; active negotiation of meaning by individuals, appropriate cultural interpretation of meanings, and presentation of information to an audience become important. The topics, vocabulary, and culture associated with the strand provide the background in which the content standard is performed. While there is an implied ordering of the strands and content standards relative to sophistication of tasks, teachers must not perceive that a specific strand must be mastered before incorporating tasks associated with the subsequent content standards of another strand. Multiple strands and content standards can be included in any given lesson. The QCC does not set an upper limit of what can be accomplished by student and teacher. Rather, it sets up the minimum tasks that students should be able to do by the end of each level.

Administrators and teachers who intitate programs in the less commonly taught languages (including Arabic, Chinese, Japanese, Korean, and Russian) must realize that the achievement of similar standards in these languages takes considerably longer than the time stipulated for French, Spanish, and German. Foreign Service Institute(FSI) research indicates that a certain range of proficiency is achievable after a certain period of time and under certain conditions. For example, after 240 clock hours of instruction at FSI, a person with average aptitude can achieve in the Intermediate-Mid to Intermediate-High proficiency range. Understandably, classes at FSI, which are intensive thirty hours, six hours per day, vary tremendously from most high school classes; thus, expectations for proficiency may need modification based on class size, time on task, and schedule configurations (block schedule).

"Appropriate" is used extensively in the QCC to indicate a range of instructional levels. Example; "family," "time," and "well-being" are included as Topics for the first strand in Level I. The parallel Concept section includes the verb forms for "you" and "I." Within this limited scope, the student is expected to speak only of his or her immediate family, stated in Content Standard 1 as "...responds to basic questions about self and general well-being." In later lessons, the student will be expected to speak about extended family members and include several verbs and adjectives describing them.

The QCC for Levels III, IV, and V are similar. This does not imply, however, that students in these levels should be combined. Level III is a prerequisite for Level IV or Level V. It is important to note that Levels IV and V are not necessarily sequential courses, especially in Latin where "Ovid" may be taught before "Cicero." The expected proficiency levels for students at the end of Level III are Intermediate-Low to Intermediate-Mid while the expected proficiency levels for students at the end of Level IV and V are Intermediate-Mid to Intermediate-High. Proficiency levels appropriate to each instructional level are delineated later in this framework.

II. Recent Developments in Foreign Language Education

The American Council on the Teaching of Foreign Languages (ACTFL) focuses the attention of foreign language teachers on the concept of teaching language for proficiency; that is, language learning based on what a student can do with the language and how well rather than what a student knows about the language. ACTFL developed a set of guidelines to measure the proficiency of listening, speaking, reading, and writing skills in a foreign language. These important guidelines provide foreign language educators with a standard measurement that can be used in any setting to assess the level of foreign language acquired by an individual. The guidelines are founded on research and experience - not on supposition or hopes.

More recently, a group of foreign language professional organizations, funded by the United States Department of Education and the National Endowment for the Humanities, developed a Standards for Foreign Language Learning: Preparing for the 21st Century. These standards "establish a new context that defines the central role of foreign language in the learning career of every student." *The approach to second language instruction in today's schools is designed to facilitate genuine interaction with others. As such, language and communication are at the heart of the human experience because one then knows how, when, and why to say what to whom.

Throughout the QCC, the Foreign Language Standards are incorporated into the Strands. Standards-based curricula

- focus on communication
- define culture as the relationships among perspectives, products, and practices
- integrate content with language learning
- apply language skills to the world beyond the classroom
- assist students in making *meaningful comparisons*

*STANDARDS FOR FOREIGN LANGUAGE LEARNING

COMMUNICATION: Communicate in Languages Other Than English

Standard 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.
Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES: Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
Standard 2.1: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS: Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are available only through the foreign language and its cultures.

COMPARISONS: Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.
Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES: Participate in Multilingual Communities at Home and Around the World

Standard 5.1: Students use the language both within and beyond the school setting.
Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

* The National Standards in Foreign Language Education Project, 1996. *Standards for Foreign Language Learning: Preparing for the 21st Century.* Yonkers, NY: National Standards in Foreign Language Education Project. American Council on the Teaching of Foreign Languages.

III. Proficiency in Foreign Language Education

Curriculum planning for proficiency-oriented instruction focuses on performance in the target language and uses grammar to support the content standard which defines what students can do with the target language. While the topic provides the content, the concept provides the means by which to accomplish the content standards. The QCC revision committee determined that most of the functions of the previous QCC remain valid for foreign language instruction. Revisions reflect more clearly defined vocabulary, structure, and sample assessments. Additional content was added to Level II, and Level V QCC was developed in response to the need for longer sequences of foreign language study.

Listening, speaking, reading, and writing proficiently require that the learners have abundant opportunities to practice using and learning the language. The emphasis is no longer on "covering" the material but on students using the language. The expectation is that students will be able to perform the listed standards and then improve continually upon them, not that they perform the standards once for a test and then move on in a linear fashion to the next strand and standards.

In today's foreign language classroom, teachers must model the use of the target language by using it as the means for daily, routine instruction. The foreign language classroom is usually the only setting in which students have an opportunity to enjoy immersion in the target language. Receptive and productive language opportunities in the target language must be abundant in a risk-free learning environment, i.e., Input +1.[*] To achieve this end, teachers must assume that instruction, supported by gestures, actions, cues, activities, and visual aids, will take place in the target language. If they reach a point at which communication and understanding stop, different instructional strategies, including the use of English, may be appropriate to clarify and to redirect instruction. Once the communicative barrier is removed, the teacher should resume exclusive use of the target language.

Continually improving on the strands and standards implies the cyclical nature of learning. Students may hear a concept and grasp part of it immediately, understand more of it on the second exposure, and exercise some control over it at the third exposure. This kind of curriculum planning acknowledges the actual nature of foreign language learning and is essential to the success of the student relative to the content standards. Teachers will note in the QCC for foreign languages that the strands allow for the re-entry of skills. This recycling, or spiraling, occurs throughout the sections of strands, topics/vocabulary, concepts, and standards.

Teachers must use instructional strategies that allow and encourage students to actually practice using the target language. Central to such a concept is a student-centered classroom with a teacher in the role of facilitator. The traditional arrangement of seats in rows may not be the most effective learning environment for a student-centered approach. Current foreign language literature is rich with ideas for effective group work, role playing, using computer software, and numerous other strategies that afford the foreign language learner opportunities to practice the second language skills.

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[*] This means that students must be surrounded by the target language at a level they can understand plus a little more language from which meaning can be deduced.

The foreign language QCC has not been designed with any particular textbook in mind. Strands and standards reflect skills students, who should emerge from one, two, three, four, or five years of foreign language study in Georgia schools, should possess. The choice of textbook and/or materials is the decision of school systems, individual schools, or teachers.

The ACTFL guidelines provide a yardstick against which to measure performance in listening, speaking, reading, and writing in the second language. Progressively more language skill is needed to attain the next level of proficiency on the ACTFL scale. Communication that is organized around a framework of interpersonal, interpretive, and presentational modes moves students to the next level of proficiency. No single continuum of language learning exists for all students. Rather, the progress and performance levels of individual learners at any given time depend on a number of factors, including motivation, learning styles and preferences, age, and languages that the learner speaks and is learning. In teaching for proficiency, the general consensus of the achievable range of proficiency at the end of the various levels of language instruction follows:

Level I: Novice-Mid to Novice-High
Level II: Novice-High to Intermediate-Low
Level III: Intermediate-Low to Intermediate-Mid
Level IV: Intermediate-Mid to Intermediate-High
Level V: Intermediate-Mid to Intermediate-High (+)

These proficiency levels will be demonstrated by students at the end of the year's instruction. Because these are minimum expectations, some students will achieve at a higher level in some or all of the four skill areas. The guidelines reflect a range of skills and tasks that students can reasonably be expected to perform at the various levels of language instruction. As such, the ACTFL Proficiency Guidelines can serve as an invaluable tool in curriculum planning.

IV. Teaching Resources

A. Textbooks, Ancillary Materials and Authentic Materials

Financial restraints sometimes require using textbooks for several years; therefore, it is extremely important that the teacher choose a variety of materials that reflect updated information. News broadcasts, newspapers, and contacts with students and teachers in the target language countries must be added as ancillary instructional resources. The teacher cannot be expected to write a new textbook, but the teacher must be prepared to add authentic and up-to-date information via Internet, e-mail, newspapers, magazines, penpal letters, and/or exchange programs.

B. Technology

If possible, the Internet and satellite dishes should be used as often as possible for contact with people from the target country(ies). Language labs, computers, tape recorders, TVs and VCRs are very important for allowing foreign language teachers to use interesting and motivating materials. Foreign language teachers are encouraged to enroll in professional development courses that enhance their skills in using technology in the classroom. Administrators are strongly encouraged to provide equipment that encourages and allows foreign language departments to become technologically adequate to meet instructional needs.

Technology provides an avenue for procuring current, authentic materials (materials from the target culture) and has become a critical tool in foreign language instruction. The Internet opens communication with millions of people whose native language is not English. Such a resource adds relevance and authenticity to linguistic and cultural components of language study.

Various types of equipment are available, and administrators and teachers must exercise caution in selecting up-to-date equipment. A foreign language media room should include a language lab, console and headsets, a multi-standard video recorder, a camcorder, a TV/VCR, and computers with CD Rom and headsets. In addition, a satellite dish and a phone line should also be made available.

V. Assessment/Evaluation

The teacher must use a variety of assessment and evaluation techniques and instruments in a proficiency-oriented classroom. To the extent possible, and congruent with the instructional objective, assessment should be done in the target language. Assessing students' oral performance is both an on-going and a summative process. Rubrics helpful in measuring the students' oral and written performance are included in the Appendix. Assessment instruments must always reflect the way students are taught, and it is incumbent upon the teacher to use means of assessment that go beyond pen-and-pencil assessment. While evaluation of each of the individual skills of reading, writing, speaking, and listening is possible and may even be appropriate, it is not always desirable and may create an artificial situation for the evaluation. In many instances, one or more skills may be evaluated, i.e., responding to oral stimuli by giving an oral or written response. This is quite appropriate since language use often incorporates several skills simultaneously.

Assessing the oral skills appears to be the most difficult and time-consuming. A series of criteria to aid with this assessment process is included in the Appendix. Included are sample instruments for self-evaluation, individual, and group evaluation. A simple outline of the knowledge to be acquired according to the ACTFL guidlines is also included in the Appendix.

Assessment means a great deal more than a grade; included in its use are diagnostic and placement purposes. Single items should test single concepts and not sequential steps, especially in beginning classes. Practice and participation in the target language should be a major factor in evaluation. Teachers should return written tests quickly to ensure that errors are corrected by reteaching and relearning the material.

VI. Recommendations for Future Curriculum Development

Research indicates that the earlier students begin second language study, the more likely they are to become linguistically and culturally proficient. Foreign language educators encourage the study of foreign language for *all* students so that they will be competitive in the twenty-first century. The QCC committee recommends:

- Developing a QCC for grades K-5.

- That Georgia school systems encourage foreign language study at the earliest age possible.

While kindergarten is the most appropriate time to begin studying a foreign language, age ten is the latest optimal age to begin foreign language studies. Communities must encourage the funding of elementary foreign language programs by the Georgia General Assembly or their local boards of education.

- Modification of current law which restricts enrollment eligibility in the middle school so that all

students have the option to enroll in foreign language courses.

- That local school systems adjust curriculum and scheduling to reflect a sequential, articulated

program since there are currently multiple entry levels for foreign language study. At no time should a student be required to begin studying the same foreign language more than once. When students with different entry levels must be scheduled together, student placement should reflect the individual student's second language skills.

- The use of the Level One curriculum in a two-year sequence if foreign language entry is at the middle school level.

- The development of a new sequence of courses for middle school and high school for students who have completed K-5 foreign language study. This extended (K-12) sequence will provide opportunities for students to enroll in Levels 5, 6, 7, 8, AP, International Baccalaureate and/or higher.

- That foreign language study be included as a requirement for the Technology/Career Preparatory diploma.

VII. Conclusion

The foreign language professional community must involve itself in ongoing professional development, specifically in the use of the Foreign Language Standards and in the use of technology. The evolution of specific language standards will necessitate ongoing training. Developing skills in the use of technology will allow teachers to use it as an instructional tool rather than allowing technology to drive the curriculum.

Some parts of the QCC, such as the grammar and linguistic components, will remain unchanged, while other parts have been designed to accommodate socio-political and technological changes that we can neither envision nor predict. Success in using the QCC is predicated upon remaining flexible and visionary.

*ACTFL PROFICIENCY GUIDELINES

General Descriptions-Speaking

Novice	The novice level is characterized by the ability to communicate with learned material.
Novice-Low	Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no long communicative ability.
Novice-Mid	Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quality is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.
Novice-High	Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.
Intermediate	The Intermediate level is characterized by the speaker's ability to: create with the language by combining and recombining learned elements though primarily in a reactive mode; initiate, minimally sustain, and close in a simple way basic communicative tasks; and ask and answer questions.
Intermediate-Low	Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and

maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

Intermediate-Mid Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

Intermediate-High Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.

Advanced The Advanced level is characterized by the speaker's ability to:

converse in a clearly participatory fashion;

initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events;

ACTFL PROFICIENCY GUIDELINES, continued

- satisfy the requirements of school and work situations; and
- narrate and describe with paragraph-length connected discourse.

Advanced

Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors.

Advanced Plus

Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail, and hypothesize. The Advanced-Plus speaker often shows a well developed ability to compensate for an imperfect grasp of some forms with confident use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of meaning. The Advanced-Plus speaker often shows remarkable fluency and ease of speech but under the demands of Superior-level, complex tasks, language may break down or prove inadequate.

Superior

The Superior level is characterized by the speaker's ability to:

- participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics; and
- support opinions and hypothesize using native-like discourse strategies.

Superior

Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Can discuss special fields of competence and interest with ease. Can support opinions and hypothesize, but may not be able to tailor language to audience or discuss in depth highly abstract or unfamiliar topics. Usually the Superior level speaker is only partially familiar with regional or dialectical variants. The Superior level speaker commands a wide variety of interactive strategies and shows good awareness of discourse strategies. The latter involves the ability to distinguish main ideas from supporting information through syntactic, lexical and suprasegmental features (pitch, stress, intonation). Sporadic errors may occur, particularly in low-frequency structures and some complex high-frequency structures more common to formal writing, but no patterns of error are evident. Errors do not disturb the native speaker or interfere with communication.

General Descriptions-Listening

These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

Novice-Low	Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.
Novice-Mid	Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.
Novice-High	Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands and courtesy formulae. May require repetition, rephrasing and/or a slowed rate of speech for comprehension.
Intermediate-Low	Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational contexts. Content refers to basic personal background and needs, social conventions and routine tasks, such

ACTFL PROFICIENCY GUIDELINES, continued

	as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.
Intermediate-Mid	Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as, lodging, transportation and shopping. Additional content areas include some personal interests and activities and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as, simple announcements and reports over the media. Understanding continues to be uneven.
Intermediate-High	Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.
Advanced	Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.
Advanced-Plus	Able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse which is propositionally and linguistically complex. Listener shows an emerging awareness of culturally implied meanings beyond the surface meanings of the text but may fail to grasp sociocultural nuances of the message.

ACTFL PROFICIENCY GUIDELINES, continued

Superior	Able to understand the main ideas of all speech in a standard dialect, including technical discussion in a field of specialization. Can follow the essentials of extended discourse which is propositionally and linguistically complex, as in academic/professional settings, in lectures,speeches, and reports. Listener shows some appreciation of aesthetic norms of target language, of idioms, colloquialisms, and register shifting. Able to make inferences within the cultural framework of the target language. Understanding is aided by an awareness of the underlying organizational structure of the oral text and includes sensitivity for its social and cultural references and its effective overtones. Rarely misunderstands but may not understand excessively rapid, highly colloquial speech or speech that has strong cultural references.
Distinguished	Able to understand all forms and styles of speech pertinent to personal, social and professional needs tailored to different audiences. Shows strong sensitivity to social and cultural references and aesthetic norms by processing language from within the cultural framework. Texts include theater plays, screen productions, editorials, symposia, academic debates, public policy statements, literary readings, and most jokes and puns. May have difficulty with some dialects and slang.

Generic Descriptions-Reading

These guidelines assume all reading texts to be authentic and legible.

Novice-Low	Able occasionally to identify isolated words and/or major phrases when strongly supported by context.
Novice-Mid	Able to recognize the symbols of an alphabetic and/or syllabic writing system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.
Novice-High	Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes, standardized messages, phrases or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High level reader may be able to derive

	meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.
Intermediate-Low	Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The intermediate-high speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.
Intermediate-Mid	Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.
Intermediate-High	Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronounswith referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.
Advanced	Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational

ACTFL PROFICIENCY GUIDELINES, continued

	and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters and technical material written for the general reader.
Advanced-Plus	Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.
Superior	Able to read with almost complete comprehension and at normal speed expository prose on unfamiliar subjects and a variety of literary texts. Reading ability is not dependent on subject matter knowledge, although the reader is not expected to comprehend thoroughly texts which are highly dependent on knowledge of the target culture. Reads easily for pleasure. Superior-level texts feature hypotheses, argumentation and supported opinions and include grammatical patterns and vocabulary ordinarily encountered in academic/professional reading. At this level, due to the control of general vocabulary and structure, the reader is almost always able to match the meanings derived from extralinguistic knowledge with meanings derived from knowledge of the language, allowing for smooth and efficient reading of diverse texts. Occasional misunderstandings may still occur; for example, the reader may experience some difficulty with unusually complex structures and low-frequency idioms. At the Superior level the reader can match strategies, top-down or bottom-up, which are most appropriate to the text. (Top-down strategies rely on real-world knowledge and prediction based on genre and organizational scheme of the text. Bottom-up strategies rely on actual linguistic knowledge.) Material at this level will include a variety of literary texts, editorials, correspondence, general reports and technical material in professional fields. Rereading is rarely necessary, and misreading is rare.
Distinguished	Able to read fluently and accurately most styles and forms of the language pertinent to academic and professional needs. Able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references by processing language from within the cultural framework.

ACTFL PROFICIENCY GUIDELINES, continued

Able to understand a writer's use of nuance and subtlety. Can readily follow unpredictable editorials, specialized journal articles, and literary texts such as novels, plays, poems, as well as in any subject matter area directed to the general reader.

Generic Descriptions-Writing

Novice-Low	Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to both copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.
Novice-Mid	Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.
Novice-High	Able to write simple fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality and other simple autobiographical information as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.
Intermediate-Low	Able to meet limited practical writing needs. Can write short messages, postcards and take down simple notes, such as, telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling and in formation of nonalphabetic symbols, but writing can be understood by natives used to the writing of non-natives.
Intermediate-Mid	Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g.,

	nonpast, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as, declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of non-natives.
Intermediate-High	Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflections, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.
Advanced	Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of nonalphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of nonnatives.
Advanced-Plus	Able to write about a variety of topics with significant precision and in detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully but has difficulty supporting points of view in written discourse. Can write about the concrete aspects of topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may be inaccurate.

ACTFL PROFICIENCY GUIDELINES, continued

Generally strong in either grammar or vocabulary, but not in both. Weakness and unevenness in one of the foregoing or in spelling or character writing formation may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may still be obviously foreign.

Superior

Able to express self effectively in most formal and informal writing on practical, social and professional topics. Can write most types of correspondence, such as memos as well as social and business letters, and short research papers and statements of position in areas of special interest or in special fields. Good control of a full range of structures, spelling or nonalphabetic symbol production, and wide general vocabulary allow the writer to hypothesize and present arguments or points of view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison, and thematic development is strongly evident, although not thoroughly executed and/or not totally reflecting target language patterns. Although sensitive to differences in formal and informal style, still may not tailor writing precisely to a variety of purposes and/or readers. Errors in writing rarely disturb natives or cause miscommunication.

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Georgia Quality Core Curriculum

Modern Foreign Languages LEVEL I: Grade 9-12

Understands and produces memorized and personalized language in meaningful oral and written form appropriate to the novice proficiency level.

Course	Content Standard	Topic	Concept	Notes
MFL1.9-12.1	Responds to basic questions and statements, such as those about self, general well-being, weather, and time References Targeted Standards *1 1 Interpersonal Communication *2 1 Practices of Culture *2 2 Products of Culture *3 1 Making Connections *4 1 Language Comparisons *4 2 Cultural Comparisons *5 1 Language Beyond School *5 2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- age - alphabet - animals - calendar - classroom routine - clothes - colors - family - general well-being - health - home - leisure time - numbers - school - self - size - sports - time - vacation - weather	- verb forms - I/you - idiomatic expressions - word order in questions and statements - formal/informal - gender - singular and plural - agreement - determiners/adjectives - nonverbal communication including gestures - nouns	Assessment Recommendations Unless otherwise indicated all assessment is in the target language Listening Follows verbal commands Speaking Pronounces accurately Reading Reads possible answers from a list and selects the correct items. Writing Writes a list
MFL1.9-12.2	Asks for and exchanges information with others References Targeted Standards *1 1 Interpersonal Communication *1 2 Interpretative Communication *1 3 Presentational Communication *2 1 Practices of Culture *2 2 Products of Culture *3 1 Making Connections *4 1 Language Comparisons *4 2 Cultural Comparisons *5 1 Language Beyond School *5 2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- age - alphabet - animals - calendar - classroom routine - clothes - colors - family - general well-being - health - home - leisure time - numbers - school - self - size - sports - time - vacation - weather	- verb forms - I/you - idiomatic expressions - word order in questions and statements - formal/informal - gender - singular and plural - agreement - determiners/adjectives - nonverbal communication including gestures - nouns	Assessment Recommendations Listening Gives appropriate answers to spoken questions Speaking Role-plays Reading Responds orally to written questions Writing Writes a short survey

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Course	Content Standard	Topic	Concept	Notes
MFL1.9-12.3	Uses sequences meaningfully, such as the alphabet, months, seasons, numbers, etc. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.1 Language Comparisons •4.2 Cultural Comparisons •5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- age - alphabet - animals - calendar - classroom routine - clothes - colors - family - general well-being - health - home - leisure time - numbers - school - self - size - sports - time - vacation - weather	- verb forms - I/you - idiomatic expressions - word order in questions and statements - formal/informal - gender - singular and plural - agreement - determiners/adjectives - nonverbal communication including gestures - nouns	Assessment Recommendations: Listening: Identifies vocabulary from spoken cues. Speaking: Plays game that demonstrates understanding of sequence. Reading: Identifies vocabulary from written cues. Writing: Labels visuals correctly.
MFL1.9-12.4	Responds to visual cues. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.1 Language Comparisons •4.2 Cultural Comparisons •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- age - alphabet - animals - calendar - classroom routine - clothes - colors - family - general well-being - health - home - leisure time - numbers - school - self - size - sports - time - vacation - weather	- verb forms - I/you - idiomatic expressions - word order in questions and statements - formal/informal - gender - singular and plural - agreement - determiners/adjectives - nonverbal communication including gestures - nouns	Assessment Recommendations: Listening: Identifies objects based on spoken cues. Speaking: Describes pictures, objects, and persons. Reading: Matches labels with visuals. Writing: Labels visuals correctly.

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Develops listening, speaking, reading, and writing skills to communicate information about daily life and activities appropriate to the novice proficiency level.

Course	Content Standard	Topic	Concept	Notes
MFL1.9-12.5	Seeks basic information References Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *2.1 Practices of Culture *2.2 Products of Culture *3.1 Making Connections *3.2 Acquiring New Information *4.1 Language Comparisons *4.2 Cultural Comparisons *5.1 Language Beyond School *5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- alphabet - animals - body parts - buildings - clothes - colors - family - food - geographical expressions - geography - leisure time - numbers - rooms - school - sports - time - weather	- interrogative words, structures, and intonation - selected forms of frequently used verbs in present and past tenses - negation - interjections - gestures - appropriate idiomatic expressions - prepositions - gender - imperative forms of selected verbs - courtesy expressions - appropriate auxiliary verbs - adjectives - sound system - dictionary skills	Assessment Recommendations Listening: Forms simple questions based on given oral information Speaking: Responds to simple questions about daily life Reading: Uses dictionary to identify the parts of speech in a short text Writing: Fills in missing sentence parts based on information in text Follows written instructions
MFL1.9-12.6	Uses target language to ask for clarification or express confusion References Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *2.1 Practices of Culture *4.1 Language Comparisons *4.2 Cultural Comparisons *5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- alphabet - animals - body parts - buildings - clothes - colors - family - food - geographical expressions - geography - leisure time - numbers - rooms - school - sports - time - weather	- interrogative words, structures, and intonation - selected forms of frequently used verbs in present and past tenses - negation - interjections - gestures - appropriate idiomatic expressions - prepositions - gender - imperative forms of selected verbs - courtesy expressions - appropriate auxiliary verbs - adjectives - sound system - dictionary skills	Assessment Recommendations Listening: Chooses the appropriate answer from given choices Speaking: Verbalizes uncertainty in simulations.

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Course	Content Standard	Topic	Concept	Notes
MFL1.9-12.7	Follows and gives directions. References: Targeted Standards •1.1 Interpersonal Communication •2.1 Practices of Culture •2.2 Products of Culture •4.1 Language Comparisons •4.2 Cultural Comparisons See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- alphabet - animals - body parts - buildings - clothes - colors - family - food - geographical expressions - geography - leisure time - numbers - rooms - school - sports - time - weather	- interrogative words, structures, and intonation - selected forms of frequently used verbs in present and past tenses - negation - interjections - gestures - appropriate idiomatic expressions - prepositions - gender - imperative forms of selected verbs - courtesy expressions - appropriate auxiliary verbs - adjectives - sound system - dictionary skills	Assessment Recommendations Listening: Carries out verbal directions. Speaking: Gives commands to another student to move. Reading: Carries out written instructions. Writing: Writes a series of instructions for another to carry out.
MFL1.9-12.8	Offers regrets and explanations. References: Targeted Standards •1.1 Interpersonal Communication •2.1 Practices of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.1 Language Comparisons •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- alphabet - animals - body parts - buildings - clothes - colors - family - food - geographical expressions - geography - leisure time - numbers - rooms - school - sports - time - weather	- interrogative words, structures, and intonation - selected forms of frequently used verbs in present and past tenses - negation - interjections - gestures - appropriate idiomatic expressions - prepositions - gender - imperative forms of selected verbs - courtesy expressions - appropriate auxiliary verbs - adjectives - sound system - dictionary skills	Assessment Recommendations Listening: Responds correctly to given situations. Speaking: Role-plays. Reading: Matches written responses to a sample described situation. Writing: Writes a simple apology.

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Course	Content Standard	Topic	Concept	Notes
MFL1.9-12.9	Asks and gives permission References Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *4.1 Language Comparisons *4.2 Cultural Comparisons *5.1 Language Beyond School *5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- alphabet - animals - body parts - buildings - clothes - colors - family - food - geographical expressions - geography - leisure time - numbers - rooms - school - sports - time - weather	- interrogative words, structures, and intonation - selected forms of frequently used verbs in present and past tenses - negation - interjections - gestures - appropriate idiomatic expressions - prepositions - gender - imperative forms of selected verbs - courtesy expressions - appropriate auxiliary verbs - adjectives - sound system - dictionary skills	Assessment Recommendations Listening: Forms appropriate question based on demonstrated needs Models the behavior presented in oral description Speaking: Role plays Reading: Reads and responds to exchanged notes Writing: Writes a short note
MFL1.9-12.10	Expresses emotions References Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *2.2 Products of Culture *3.1 Making Connections *3.2 Acquiring New Information *4.1 Language Comparisons *4.2 Cultural Comparisons *5.1 Language Beyond School *5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- alphabet - animals - body parts - buildings - clothes - colors - family - food - geographical expressions - geography - leisure time - numbers - rooms - school - sports - time - weather	- interrogative words, structures, and intonation - selected forms of frequently used verbs in present and past tenses - negation - interjections - gestures - appropriate idiomatic expressions - prepositions - gender - imperative forms of selected verbs - courtesy expressions - appropriate auxiliary verbs - adjectives - sound system - dictionary skills	Assessment Recommendations Listening: Demonstrates the emotion described Speaking: Verbalizes in response to visual cues Reading: Matches drawings and words Writing: Writes phrases

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Course	Content Standard	Topic	Concept	Notes

Reacts appropriately in uncomplicated social situations within the novice proficiency level.

Course	Content Standard	Topic	Concept	Notes
MFL1.9-12.11	Understands and uses appropriate greetings and farewells References Targeted Standards *1 1 Interpersonal Communication *1 2 Interpretative Communication *1 3 Presentational Communication *2 1 Practices of Culture *4 1 Language Comparisons *4 2 Cultural Comparisons *5 1 Language Beyond School *5 2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- festivals/holidays - meals - traditions - visiting stores - all other Level I topics	- number - gender - word order - agreement - verb tense according to situation - appropriate interrogatives - levels of formality - comparisons	Assessment Recommendations Listening Responds to uttered greeting Speaking Greets other students Reading *Matches diagrams and* phrases Writing Creates short dialogues
MFL1.9-12.12	Understands and correctly pronounces typical male and female names and titles References Targeted Standards *1.1 Interpersonal Communication *1 2 Interpretative Communication *2 1 Practices of Culture *2 2 Products of Culture *3 1 Making Connections *3 2 Acquiring New Information *4 1 Language Comparisons *4 2 Cultural Comparisons *5 1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- festivals/holidays - meals - traditions - visiting stores - all other Level I topics	- number and gender - word order - agreement - correct verb tense according to situation - appropriate interrogatives - levels of formality	Assessment Recommendations Listening Chooses from multiple-choice items when presented orally Speaking Reports to the class on a collage of words (e g , family tree, public figures from the target country) Reading Makes a collage of target language words Writing Creates an imaginary family tree
MFL1.9-12.13	Uses nonverbal communication, including gestures References Targeted Standards *1 1 Interpersonal Communication *1 2 Interpretative Communication *1 3 Presentational Communication *2 1 Practices of Culture *2 2 Products of Culture *3 2 Acquiring New Information *4 1 Language Comparisons *4 2 Cultural Comparisons *5 1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- festivals/holidays - meals - traditions - visiting stores - all other Level I topics	- number and gender - word order - agreement - correct verb tense according to situation - appropriate interrogatives - levels of formality	Assessment Recommendations: Listening Chooses nonverbal responses appropriate to phrases being demonstrated Speaking Responds verbally to given cues. Reading Chooses correct gestures when responding to questions based on a written text Writing Writes the verbal equivalent of a gesture

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Course	Content Standard	Topic	Concept	Notes
MFL1.9-12.14	Understands, seeks, and gives information References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.1 Language Comparisons •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- festivals/holidays - meals - traditions - visiting stores - all other Level I topics	- number and gender - word order - agreement - correct verb tense according to situation - appropriate interrogatives - levels of formality	Assessment Recommendations: Listening: Classifies a list of professions and careers into categories that are enhanced by foreign language study. Speaking: Role-plays. Reading: Matches diagrams and phrases. Writing: Writes a party invitation.
MFL1.9-12.15	Uses target language to express confusion or request information. References: Targeted Standards •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.2 Acquiring New Information •4.1 Language Comparisons •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- festivals/holidays - meals - traditions - visiting stores - all other Level I topics	- number and gender - word order - agreement - correct verb tense according to situation - appropriate interrogatives - levels of formality	Assessment Recommendations: Listening: Selects multiple-choice items when presented orally. Speaking: Converses with a partner using short, memorized material. Reading: Reads a statement or question and chooses an appropriate response. Writing: Creates a short dialogue.
MFL1.9-12.16	Accepts or rejects invitations in social situations. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.1 Language Comparisons •4.2 Cultural Comparisons •5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- festivals/holidays - meals - traditions - visiting stores - all other Level I topics	- number and gender - word order - agreement - correct verb tense according to situation - appropriate interrogatives - levels of formality	Assessment Recommendations: Listening: Categorizes oral phrases as expressions of acceptance or regret. Speaking: Converses with a partner (e.g. conversation cards containing topics and role-plays) Reading: Matches written responses to described situations. Writing: Writes a short note of regret or acceptance.

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Course	Content Standard	Topic	Concept	Notes
MFL1.9-12.17	Expresses likes and dislikes, agreement and disagreement References: Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *2.2 Products of Culture *4.1 Language Comparisons *4.2 Cultural Comparisons *5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	festivals/holidays - meals - traditions - visiting stores - all other Level I topics	- number and gender - word order - agreement - correct verb tense according to situation - appropriate interrogatives - levels of formality	Assessment Recommendations: Listening: Chooses appropriate responses to verbal and nonverbal prompts. Speaking: Answers questions posed by the teacher or another student (e.g., answering survey questions). Reading: Labels likes and dislikes based on a written description. Writing: Lists activities he or she likes and dislikes. Writes a short narration of a good day.
MFL1.9-12.18	Demonstrates an understanding of perspectives and social customs References: Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *2.2 Products of Culture *3.2 Acquiring New Information *4.1 Language Comparisons *4.2 Cultural Comparisons *5.1 Language Beyond School *5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- festivals/holidays - meals - traditions - visiting stores - all other Level I topics -	- number and gender - word order - agreement - correct verb tense according to situation - appropriate interrogatives - levels of formality	Assessment Recommendations: Listening: Hears a short selection and determines if it is logical or illogical, true or false, positive or negative, appropriate or inappropriate. Speaking: Acts out cultural situation. Reading: Reads a short selection and responds appropriately to true or false, logical or illogical items related to the target culture. Writing: Makes a simple travel folder and includes cultural information about sites and landmarks.

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Demonstrates in oral and written form some spontaneity in generating a response to an oral or written question, a situation, or a visual stimulus appropriate to the novice proficiency level.

Course	Content Standard	Topic	Concept	Notes
MFL1.9-12.19	Responds to basic meaningful questions by recombining topical vocabulary References Targeted Standards *1 1 Interpersonal Communication *1 2 Interpretative Communication *1 3 Presentational Communication *2 1 Practices of Culture *2 2 Products of Culture *3 1 Making Connections *3 2 Acquiring New Information *4 1 Language Comparisons *4 2 Cultural Comparisons *5 1 Language Beyond School *5 2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- current events - location and capitals of countries where target language is spoken - patterns of the target country: major holidays, school, and daily living - all other Level I topics	- use of contextual clues, cognates or derivatives needed to understand the concept - idiomatic and culturally appropriate use of language - comprehension of realia (foreign language materials such as flags, maps, etc.) and cultural situations - expanded vocabulary in a culturally appropriate situation	Assessment Recommendations: Listening: Answers simple questions about a story narrated by the teacher Speaking: Generates phrases based on visual cues (i.e., situation cards) Reading: Skims a reading passage and responds to simple questions Writing: Describes given pictures or responds to oral questions in writing
MFL1.9-12.20	Understands and participates in simple conversations References Targeted Standards *1 1 Interpersonal Communication *1 2 Interpretative Communication *1 3 Presentational Communication *2 1 Practices of Culture *2 2 Products of Culture *3 1 Making Connections *3 2 Acquiring New Information *4 1 Language Comparisons *4 2 Cultural Comparisons *5 1 Language Beyond School *5 2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- current events - location and capitals of countries where target language is spoken - patterns of the target country: major holidays, school, and daily living - all other Level I topics	- use of contextual clues, cognates or derivatives needed to understand the concept - idiomatic and culturally appropriate use of language - comprehension of realia (foreign language materials such as flags, maps, etc.) and cultural situations - expanded vocabulary in a culturally appropriate situation	Assessment Recommendations Listening: Identifies key words and/or topic of orally presented dialogue Speaking: Dramatizes student-produced skits. Reading: Reads a passage and responds appropriately to true or false, logical or illogical items. Writing: Fills in missing words and phrases from dictated conversational passages.

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Course	Content Standard	Topic	Concept	Notes
MFL1.9-12.21	Describes in a sentences with appropriate adjectives (color, size, or personality). References: Targeted Standards *1 1 Interpersonal Communication *1 2 Interpretative Communication *1 3 Presentational Communication *2 1 Practices of Culture *2 2 Products of Culture *3 1 Making Connections *3 2 Acquiring New Information *4 1 Language Comparisons *4 2 Cultural Comparisons *5 1 Language Beyond School *5 2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- current events - location and capitals of countries where target language is spoken - patterns of the target country: major holidays, school, and daily living - all other Level I topics	- use of contextual clues, cognates or derivatives needed to understand the concept - idiomatic and culturally appropriate use of language - comprehension of realia (foreign language materials such as flags, maps, etc.) and cultural situations - expanded vocabulary in a culturally appropriate `situation	Assessment Recommendations: Listening: Draws a sketch as a specific description is read by the teacher Speaking: Describes culturally related visuals (i.e., objects, pictures, tapes, or computer sources). Reading: Fills in missing words in written passages Writing: Writes a short paragraph (e.g., a journal entry) describing self and others
MFL1.9-12.22	Answers questions based on contemporary information about countries where target language is spoken References: Targeted Standards *1 1 Interpersonal Communication *1 2 Interpretative Communication *1 3 Presentational Communication *2 1 Practices of Culture *2 2 Products of Culture *3 1 Making Connections *3 2 Acquiring New Information *4 1 Language Comparisons *4 2 Cultural Comparisons *5 1 Language Beyond School *5 2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- current events - location and capitals of countries where target language is spoken - patterns of the target country major holidays, school, and daily living - all other Level I topics	- use of contextual clues, cognates or derivatives needed to understand the concept - idiomatic and culturally appropriate use of language - comprehension of realia (foreign language materials such as flags, maps, etc.) and cultural situations - expanded vocabulary in a culturally appropriate situation	Assessment Recommendations Listening: Finds correct locations from oral descriptions Speaking: Interviews another student who pretends to be from a target country Reading: Organizes scrambled sentences into a meaningful passage Writing: Composes ads and/or short commercials.

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Course	Content Standard	Topic	Concept	Notes
MFL1.9-12.23	Expresses likes, dislikes, discomfort, agreement, and disagreement References Targeted Standards *1.1 Interpersonal Communication *1.3 Presentational Communication *2.1 Practices of Culture *2.2 Products of Culture *3.2 Acquiring New Information *4.1 Language Comparisons *4.2 Cultural Comparisons *5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- current events - location and capitals of countries where target language is spoken - patterns of the target country major holidays, - school, and daily living - all other Level I topics	- use of contextual clues, cognates or derivatives needed to understand the concept - idiomatic and culturally appropriate use of language - comprehension of realia (foreign language materials such as flags, maps, etc.) and cultural situations - expanded vocabulary in a culturally appropriate situation	Assessment Recommendations: Listening: Identifies stereotypes when presented orally Speaking: Converses with a partner about likes and dislikes Reading: Reads classmates' writings, selects favorites, and writes why Writing: Writes a short note of complaint
MFL1.9-12.24	Demonstrates ability to respond to questions using phrases, one-word answers, and complete sentences References Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *2.2 Products of Culture *3.1 Making Connections *3.2 Acquiring New Information *4.1 Language Comparisons *4.2 Cultural Comparisons *5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- current events - location and capitals of countries where target language is spoken - patterns of the target country major holidays, school, and daily living - all other Level I topics	- use of contextual clues, cognates or derivatives needed to understand the concept - idiomatic and culturally appropriate use of language - comprehension of realia (foreign language materials such as flags, maps, etc.) and cultural situations - expanded vocabulary in a culturally appropriate situation	Assessment Recommendations: Listening: Chooses correct responses to questions based on an oral passage Speaking: Converses with student and/or teacher (e.g., conversation cards) Reading: Organizes scrambled sentences into a meaningful passage Writing: Writes a guided letter to a pen pal

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Listens to, reads, and demonstrates comprehension of a variety of texts appropriate to the novice proficiency level.

Course	Content Standard	Topic	Concept	Notes
MFL1.9-12.25	Understands and reacts appropriately to extended spoken or written passages including rhymes, poetry, and songs References Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *2.2 Products of Culture *3.1 Making Connections *3.2 Acquiring New Information *4.1 Language Comparisons *4.2 Cultural Comparisons *5.1 Language Beyond School *5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- topics as needed	- grammar as needed - contextual clues - context and derivatives - gestures	Assessment Recommendations: Listening: Acts out the lyrics of a song. Speaking: Recites poetry and/or sings. Reading: Summarizes or gives the main idea of a text. Writing: Writes entries into a diary. Writes a short poem (e.g., diamante or haiku).
MFL1.9-12.26	Derives main ideas and some supporting details from appropriate texts in the target language References Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.2 Products of Culture *3.1 Making Connections *3.2 Acquiring New Information *4.1 Language Comparisons *4.2 Cultural Comparisons *5.1 Language Beyond School *5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- topics as needed	- grammar as needed - contextual clues - context and derivatives - gestures	Assessment Recommendations: Listening: Identifies main ideas upon listening to a passage. Speaking: Tells a story from a sequential set of pictures. Reading: Chooses correct verbal and nonverbal responses to questions on a variety of texts. Writing: Writes a story from a sequential set of pictures.

Course	Content Standard	Topic	Concept	Notes
Increases knowledge & understanding of other cultures appropriate to novice level proficiency. "Culture" is generally understood to include philosophical perspectives, behavioral practices, and products, both tangible and intangible, of a society.				
MFL1.9-12.27	Demonstrates the ability to use language in practical situations and in cultures in which the language is spoken References Targeted Standards *1.1 Interpersonal Communication *1.3 Presentational Communication *2.1 Practices of Culture *2.2 Products of Culture *4.1 Language Comparisons *4.2 Cultural Comparisons *5.1 Language Beyond School *5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- art - calendar years - celebrations - ceremonies - cultural similarities and differences - currency - current events - famous people - foods - geography - holidays - language a) cognates b) roots and affixes c) similarities and differences - literature - major historical events - music - other customs	- time (24-hour clock) - privacy/personal space - social conventions - gestures - cultural taboos - stereotypes - numbers - analysis through language and visual cues	Assessment Recommendations Listening: Classifies conversational exchanges as logical or illogical within the culture Speaking: Describes a visual which is representative of the target culture Reading: Orders a series of events given in a passage Writing: Fills out a list for a customs declaration
MFL1.9-12.28	Demonstrates behavior appropriate to the culture(s) in which the language is spoken References Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *3.1 Making Connections *3.2 Acquiring New Information *4.1 Language Comparisons *4.2 Cultural Comparisons *5.1 Language Beyond School *5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- art - calendar years - celebrations - ceremonies - cultural similarities and differences - currency - current events - famous people - foods - geography - holidays - language a) cognates b) roots and affixes c) similarities and differences - literature - major historical events - music - other customs	- time (24-hour clock) - privacy/personal space - social conventions - gestures - cultural taboos - stereotypes - numbers - analysis through language and visual cues	Assessment Recommendations Listening: Matches nonverbal behaviors with spoken phrases Speaking: Role-plays a culture capsule (activity which demonstrates specific customs of a target culture) Reading: Agrees or disagrees with a list of given statements about the target culture Writing: Creates a travel folder about sights and landmarks of the target culture

Course	Content Standard	Topic	Concept	Notes
MFL1.9-12.29	Demonstrates knowledge of contributions of target culture(s) to civilization References Targeted Standards *1 1 Interpersonal Communication *1 2 Interpretative Communication *1 3 Presentational Communication *2 1 Practices of Culture *2 2 Products of Culture *3 1 Making Connections *3 2 Acquiring New Information *4 1 Language Comparisons *4 2 Cultural Comparisons *5 1 Language Beyond School *5 2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- art - calendar years - celebrations - ceremonies - cultural similarities and differences - currency - current events - famous people - foods - geography - holidays - language a) cognates b) roots and affixes c) similarities and differences - literature - major historical events - music - other customs	- time (24-hour clock) - privacy/personal space - social conventions - gestures - cultural taboos - stereotypes - numbers - analysis through language and visual cues	Assessment Recommendations Listening Identifies specific points presented in an oral text (such as a newscast or a commercial) Speaking Surveys classmates and presents reports Reading Chooses correct responses to questions based on a written text Writing Creates a short monologue that depicts a cultural or historical point of view
MFL1.9-12.30	Demonstrates an awareness of connections among U.S. and target culture(s) References Targeted Standards *1 1 Interpersonal Communication *1 2 Interpretative Communication *1 3 Presentational Communication *2 1 Practices of Culture *2 2 Products of Culture *3 1 Making Connections *3 2 Acquiring New Information *4 1 Language Comparisons *4 2 Cultural Comparisons *5 1 Language Beyond School *5 2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- art - calendar years - celebrations - ceremonies - cultural similarities and differences - currency - current events - famous people - foods - geography - holidays - language a) cognates b) roots and affixes c) similarities and differences - literature - major historical events - music - other customs	- time (24-hour clock) - privacy/personal space - social conventions - gestures - cultural taboos - stereotypes - numbers - analysis through language and visual cues	Assessment Recommendations Listening Identifies specific points of culture presented in oral texts (e g music video) Speaking Role-plays Reading Makes a list of cognates from a given text or passage and, where appropriate, identifies roots and affixes Writing Writes a simple letter to a penpal

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Course	Content Standard	Topic	Concept	Notes
MFL1.9-12.31	Develops understanding of the various components of a different culture References Targeted Standards *1 1 Interpersonal Communication *1 2 Interpretative Communication *1 3 Presentational Communication *2 1 Practices of Culture *3 1 Making Connections *3 2 Acquiring New Information *4 1 Language Comparisons *4 2 Cultural Comparisons *5 1 Language Beyond School *5 2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- art - calendar years - celebrations - ceremonies - cultural similarities and differences - currency - current events - famous people - foods - geography - holidays - language a) cognates b) roots and affixes c) similarities and differences - literature - major historical events - music - other customs	- time (24-hour clock) - privacy/personal space - social conventions - gestures - cultural taboos - stereotypes - numbers - analysis through language and visual cues	Assessment Recommendations Listening Identifies specific points of culture presented in oral texts (e g , movie or contemporary song) Speaking Interviews a native speaker Reading Identifies from a list of happenings those events that are more likely to happen in the United States or in the target country Writing Constructs a poster depicting and describing several aspects of the target culture

Modern Foreign Languages LEVEL II: Grade 9-12

Integrates new vocabulary and syntax into previously acquired language appropriate to the novice-high to intermediate-low proficiency range.

Course	Content Standard	Topic	Concept	Notes
MFL2.9-12.1	Transforms memorized patterns and communicates more complex information about self and daily life References Targeted Standards *1 1 Interpersonal Communication *1 2 Interpretative Communication *1 3 Presentational Communication *2 1 Practices of Culture *3 1 Making Connections *5 1 Language Beyond School *5 2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- all Level I topics - age - animals - body parts - buildings - celebrations - classroom routine - clothes - colors - currency - family - food - general well-being - geographical expressions - geography - greetings - health - holidays - home - leisure time - literary genres - numbers - rooms - school - self - sports - time - vacation - weather	- idiomatic and culturally appropriate use of language re-entry - determiners and articles - negation - word order - imperatives - interrogative words and structures - gender - pronouns - expressions of time - future - past tenses - conditional moods - object pronouns - comparisons - adverbs - prepositions - reflexive and possessive pronouns - clauses (relative)	Assessment Recommendations Listening Selects choices from an audio source Speaking Uses appropriate idioms and tenses in conversation about self Reading Skims to select passages containing appropriate information Writing Writes description of self

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Course	Content Standard	Topic	Concept	Notes
MFL2.9-12.2	Interprets longer spoken passages by detecting known patterns and inferring meaning. References Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *5.1 Language Beyond School *5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- all Level I topics - age - animals - body parts - buildings - celebrations - classroom routine - clothes - colors - currency - family - food - general well-being - geographical expressions - geography - greetings - health - holidays - home - leisure time - literary genres - numbers - rooms - school - self - sports - time - vacation - weather	- idiomatic and culturally appropriate use of language re-entry - determiners and articles - negation - word order - imperatives - interrogative words and structures - gender - pronouns - expressions of time - future - past tenses - conditional moods - object pronouns - comparisons - adverbs - prepositions - reflexive and possessive pronouns - clauses (relative)	Assessment Recommendations: Listening: Demonstrates understanding by physically responding to teacher's commands. (TPR) Speaking: Rephrases written or oral text. Reading: Identifies texts related to each other. Writing: Takes notes and summarizes.

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Course	Content Standard	Topic	Concept	Notes
MFL2.9-12.3	Examines visual clues to draw conclusions about cultural content References Targeted Standards *2 1 Practices of Culture *2 2 Products of Culture *3 1 Making Connections *3 2 Acquiring New Information *4 2 Cultural Comparisons See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- all Level I topics - age - animals - body parts - buildings - celebrations - classroom routine - clothes - colors - currency - family - food - general well-being - geographical expressions - geography - greetings - health - holidays - home - leisure time - literary genres - numbers - rooms - school - self - sports - time - vacation - weather	- idiomatic and culturally appropriate use of language re-entry - determiners and articles - negation - word order - imperatives - interrogative words and structures - gender - pronouns - expressions of time - future - past tenses - conditional moods - object pronouns - comparisons - adverbs - prepositions - reflexive and possessive pronouns - clauses (relative)	Assessment Recommendations Listening: Selects visual that corresponds to spoken text which includes cultural content Speaking: Relates details which are specific to the target culture Reading: Matches clues to written text that contains information about culture Writing: Writes descriptions

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Course	Content Standard	Topic	Concept	Notes
MFL2.9-12.4	Memorizes and/or analyzes songs, poems, and selections of dramas References Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *2.1 Practices of Culture *2.2 Products of Culture *3.1 Making Connections *3.2 Acquiring New Information *4.1 Language Comparisons *5.1 Language Beyond School *5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- all Level I topics - age - animals - body parts - buildings - celebrations - classroom routine - clothes - colors - currency - family - food - general well-being - geographical expressions - geography - greetings - health - holidays - home - leisure time - literary genres - numbers - rooms - school - self - sports - time - vacation - weather	- idiomatic and culturally appropriate use of language re-entry - determiners and articles - negation - word order - imperatives - interrogative words and structures - gender - pronouns - expressions of time - future - past tenses - conditional moods - object pronouns - comparisons - adverbs - prepositions - reflexive and possessive pronouns - clauses (relative)	Assessment Recommendations Listening Replicates spoken text Speaking Recites drama, poetry , songs, or excerpts of drama Reading Writes a statement of opinion and selects passages as proof Writing Writes character sketches by using cloze activity given by teacher (A cloze activity leaves every fifth, sixth, etc word blank in a passage for the student to complete)

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Course	Content Standard	Topic	Concept	Notes
MFL2.9-12.5	Explains political map of target country(ies) through recall and study of some history and culture. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- all Level I topics - age - animals - body parts - buildings - celebrations - classroom routine - clothes - colors - currency - family - food - general well-being - geographical expressions - geography - greetings - health - holidays - home - leisure time - literary genres - numbers - rooms - school - self - sports - time - vacation - weather	- idiomatic and culturally appropriate use of language re-entry - determiners and articles - negation - word order - imperatives - interrogative words and structures - gender - pronouns - expressions of time - future - past tenses - conditional moods - object pronouns - comparisons - adverbs - prepositions - reflexive and possessive pronouns - clauses (relative)	Assessment Recommendations: Speaking: Relates details. Discusses issues. Writing: Writes a summary of a given text (e.g., historical timeline, epitaphs of public figures). Reading: Reads classmates' written epitaphs and matches them to personages from the target country.

Expands listening, speaking, reading, and writing skills to communicate information about daily life and activities appropriate to the novice-high to intermediate-low proficiency range.

Course	Content Standard	Topic	Concept	Notes
MFL2.9-12.6	Makes oral and written inquiries. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- animals - body parts - clothing - currencies - daily activities - dwellings - foods - illnesses and injuries - nationalities and countries - numbers - personal hygiene - possessions - professions / careers - recreational pursuits - restaurants - rooms - stores and public buildings - travel - weather	- re-entry of needed first level structures - questions - various levels of formality - polite verb forms to request assistance - object nouns and pronouns - selected subjunctive forms - reflexive verbs where appropriate - expressions of pleasure and regret - verbal and adverbial expressions - commonly used forms of comparison - additional idiomatic expressions	Assessment Recommendations Listening: Judges relationship between speakers after listening to level of formality used. Speaking: Conducts interviews. Reading: Follows written directions (e.g., doctor/patient, traveler/hotel clerk). Writing: Writes interview questions.
MFL2.9-12.7	Gathers information by reading and listening. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- animals - body parts - clothing - currencies - daily activities - dwellings - foods - illnesses and injuries - nationalities and countries - numbers - personal hygiene - possessions - professions / careers - recreational pursuits - restaurants - rooms - stores and public buildings - travel - weather	- re-entry of needed first level structures - questions - various levels of formality - polite verb forms to request assistance - object nouns and pronouns - selected subjunctive forms - reflexive verbs where appropriate - expressions of pleasure and regret - verbal and adverbial expressions - commonly used forms of comparison - additional idiomatic expressions	Assessment Recommendations Listening: Takes notes from lectures, research, and film. Speaking: Reports on authentic texts (e.g., menus, newspaper ads, or currency exchange reports). Reading: Takes notes from authentic texts. Writing: Writes a telephone message.

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Course	Content Standard	Topic	Concept	Notes
MFL2.9-12.8	Reacts to oral and written stimuli References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.1 Language Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- animals - body parts - clothing - currencies - daily activities - dwellings - foods - illnesses and injuries - nationalities and countries - numbers - personal hygiene - possessions - professions / careers - recreational pursuits - restaurants - rooms - stores and public buildings - travel - weather	- re-entry of needed first level structures - questions - various levels of formality - polite verb forms to request assistance - object nouns and pronouns - selected subjunctive forms - reflexive verbs where appropriate - expressions of pleasure and regret - verbal and adverbial expressions - commonly used forms of comparison - additional idiomatic expressions	Assessment Recommendations: Listening: Listens to classmates' instructions and draws arrows on a map. Speaking: Conveys personal information in idiomatic forms. Reading: Skims to select answers to written text. Writing: Writes letters. Completes forms.
MFL2.9-12.9	Expresses needs, certainties, and preferences References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.1 Language Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- animals - body parts - clothing - currencies - daily activities - dwellings - foods - illnesses and injuries - nationalities and countries - numbers - personal hygiene - possessions - professions / careers - recreational pursuits - restaurants - rooms - stores and public buildings - travel - weather	- re-entry of needed first level structures - questions - various levels of formality - polite verb forms to request assistance - object nouns and pronouns - selected subjunctive forms - reflexive verbs where appropriate - expressions of pleasure and regret - verbal and adverbial expressions - commonly used forms of comparison - additional idiomatic expressions	Assessment Recommendations: Listening: Listens to menu selections and places an order. Speaking: Discusses issues of immediate concern. Persuades, speaks in class. Participates in dialogues. Reading: Selects lodging that suits his/her family from real estate ads. Writing: Writes lists, dialogues, and directions.

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Course	Content Standard	Topic	Concept	Notes
MFL2.9-12.10	Requests help such as asking for directions, medical care, or a room in a hotel. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.2 Cultural Comparisons •5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- animals - body parts - clothing - currencies - daily activities - dwellings - foods - illnesses and injuries - nationalities and countries - numbers - personal hygiene - possessions - professions / careers - recreational pursuits - restaurants - rooms - stores and public buildings - travel - weather	- re-entry of needed first level structures - questions - various levels of formality - polite verb forms to request assistance - object nouns and pronouns - selected subjunctive forms - reflexive verbs where appropriate - expressions of pleasure and regret - verbal and adverbial expressions - commonly used forms of comparison - additional idiomatic expressions	Assessment Recommendations: Speaking: Responds to cultural or personal situations. Writing: Writes letters requesting help or assistance. Uses prewriting and postwriting skills. Reading: Reads signs to find needed help.
MFL2.9-12.11	Requests clarification from person having information necessary to carry out a task. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •2.1 Practices of Culture •2.2 Products of Culture •3.2 Acquiring New Information •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- animals - body parts - clothing - currencies - daily activities - dwellings - foods - illnesses and injuries - nationalities and countries - numbers - personal hygiene - possessions - professions / careers - recreational pursuits - restaurants - rooms - stores and public buildings - travel - weather	- re-entry of needed first level structures - questions - various levels of formality - polite verb forms to request assistance - object nouns and pronouns - selected subjunctive forms - reflexive verbs where appropriate - expressions of pleasure and regret - verbal and adverbial expressions - commonly used forms of comparison - additional idiomatic expressions	Assessment Recommendations: Speaking: Responds to a culturally specific situation such as buying a train ticket or asking for directions. Asks questions about confusing passages of information. Writing: Writes e-mail, notes, or letter requesting clarification.

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Course	Content Standard	Topic	Concept	Notes
MFL2.9-12.12	Follows and gives series of directions. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- animals - body parts - clothing - currencies - daily activities - dwellings - foods - illnesses and injuries - nationalities and countries - numbers - personal hygiene - possessions - professions / careers - recreational pursuits - restaurants - rooms - stores and public buildings - travel - weather	- re-entry of needed first level structures - questions - various levels of formality - polite verb forms to request assistance - object nouns and pronouns - selected subjunctive forms - reflexive verbs where appropriate - expressions of pleasure and regret - verbal and adverbial expressions - commonly used forms of comparison - additional idiomatic expressions	Assessment Recommendations: Listening: Completes tasks described orally. Speaking: Gives directions and advice. Reading: Traces route as directed. Renumbers written steps in problem-solving. Writing: Writes instructions. Organizes steps in problem-solving.

Reacts correctly in social situations appropriate to the novice-high to intermediate-low proficiency range.

Course	Content Standard	Topic	Concept	Notes
MFL2.9-12.13	Conducts oneself appropriately in routine situations. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.2 Acquiring New Information •4.2 Cultural Comparisons •5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- banking - etiquette - leisure - social occasions - telephone - daily activities - directions and transportation - expressions of courtesy - health - ordering a meal - shopping	- verb forms, tenses, and moods as needed - forms of adjectives and adverbs - agreement - pronouns - interrogatives - negatives - levels of formality	Assessment Recommendations: Listening: Uses appropriate nonverbal gestures to indicate understanding. Speaking: Discusses with classmates in the target language steps required to carry out a task assigned by teacher, by using correct vocabulary. Reading: Selects information necessary to complete tasks (e.g., ads, signs, or forms). Writing: Completes forms and writes thank-you notes, invitations, and excuses.

Course	Content Standard	Topic	Concept	Notes
MFL2.9-12.14	Uses appropriate language for making purchases and daily transactions References Targeted Standards •1 1 Interpersonal Communication •1 2 Interpretative Communication •2 1 Practices of Culture •2 2 Products of Culture •3 1 Making Connections •3 2 Acquiring New Information •4 1 Language Comparisons •4 2 Cultural Comparisons •5 1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- banking - etiquette - leisure - social occasions - telephone - daily activities - directions and transportation - expressions of courtesy - health - ordering a meal - shopping	- verb forms, tenses, and moods as needed - forms of adjectives and adverbs - agreement - pronouns - interrogatives - negatives - levels of formality	Assessment Recommendations Speaking Participates in roleplays Makes requests and bargains Reading Selects from lists, signs, menus, and advertisements Writing Writes advertisements, e-mail, letters, and forms for daily transactions
MFL2.9-12.15	Uses nonverbal gestures in communication References Targeted Standards •1 1 Interpersonal Communication •1 2 Interpretative Communication •2 1 Practices of Culture •3 2 Acquiring New Information •4 2 Cultural Comparisons See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- banking - etiquette - leisure - social occasions - telephone - daily activities - directions and transportation - expressions of courtesy - health - ordering a meal - shopping	- verb forms, tenses, and moods as needed - forms of adjectives and adverbs - agreement - pronouns - interrogatives - negatives - levels of formality	Assessment Recommendations Listening Reacts to nonverbal communication Nonverbal communication Enriches communication through nonverbal language
MFL2.9-12.16	Explains oneself by using circumlocution in the target language (using alternate vocabulary when specific words are not known), and paraphrasing References Targeted Standards •1 1 Interpersonal Communication •1 2 Interpretative Communication •1 3 Presentational Communication •2 1 Practices of Culture •2 2 Products of Culture •3 1 Making Connections •3 2 Acquiring New Information •4 1 Language Comparisons •5 1 Language Beyond School •5 2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- banking - etiquette - leisure - social occasions - telephone - daily activities - directions and transportation - expressions of courtesy - health - ordering a meal - shopping	- verb forms, tenses, and moods as needed - forms of adjectives and adverbs - agreement - pronouns - interrogatives - negatives - levels of formality	Assessment Recommendations Speaking Categorizes and explains words and expressions Writing Writes extended descriptions

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Course	Content Standard	Topic	Concept	Notes
MFL2.9-12.17	Understands and expresses likes and dislikes, agreements, and disagreements. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.2 Cultural Comparisons •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- banking - etiquette - leisure - social occasions - telephone - daily activities - directions and transportation - expressions of courtesy - health - ordering a meal - shopping	- verb forms, tenses, and moods as needed - forms of adjectives and adverbs - agreement - pronouns - interrogatives - negatives - levels of formality	Assessment Recommendations: Listening: Responds by using nonverbal language. Speaking: Orders, role plays, justifies opinions, reacts to cues Reading: Identifies concepts and statements with which he or she agrees or disagrees Writing: Writes letters and dialogues. Creates charts or graphs to classify items
MFL2.9-12.18	Understands and gives more extensive information when asked References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- banking - etiquette - leisure - social occasions - telephone - daily activities - directions and transportation - expressions of courtesy - health - ordering a meal - shopping	- verb forms, tenses, and moods as needed - forms of adjectives and adverbs - agreement - pronouns - interrogatives - negatives - levels of formality	Assessment Recommendations Listening: Takes notes. Summarizes. Completes checklists Speaking: Summarizes daily activities and elaborates on a portion of the day. Explains motives Reading: Modifies paragraph to include information from another text Writing: Writes reports. Explains letters and motives for writing them
MFL2.9-12.19	Completes appropriate forms (e.g., post office, bank). References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.2 Cultural Comparisons •5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- banking - etiquette - leisure - social occasions - telephone - daily activities - directions and transportation - expressions of courtesy - health - ordering a meal - shopping	- verb forms, tenses, and moods as needed - forms of adjectives and adverbs - agreement - pronouns - interrogatives - negatives - levels of formality	Assessment Recommendations: Listening: Responds to oral cues. Speaking: Asks questions for clarification about forms. Reading: Selects appropriate form (e.g., hotel, bank). Writing: Fills in appropriate form

Course	Content Standard	Topic	Concept	Notes
MFL2.9-12.20	Compares and contrasts social conventions of target cultures and other cultures. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- banking - etiquette - leisure - social occasions - telephone - daily activities - directions and transportation - expressions of courtesy - health - ordering a meal - shopping	- verb forms, tenses, and moods as needed - forms of adjectives and adverbs - agreement - pronouns - interrogatives - negatives - levels of formality	Assessment Recommendations: Listening: Completes chart according to cues provided by lecture or film. Speaking: Describes differences and similarities discerned. Role plays meeting of two cultures. Reading: Identifies social conventions presented in authentic text. Writing: Writes skits, letters, and descriptions of activities.

Begins to explore the interconnectedness of social, economic, and political issues within the target culture (novice-high to intermediate-low proficiency range).

Course	Content Standard	Topic	Concept	Notes
MFL2.9-12.21	Describes in simple terms basic information about certain contemporary political figures and their governments. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.2 Cultural Comparisons •5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- all previously learned language - culture - film - government - official symbols (stamps, flags, seals, currency, anthem(s), etc.)	- factual information about government, politics, and current events - review of numbers - analysis of visual clues - differentiation between and among cultures and norms - use of varied tenses - differentiation between and among cultural practices of target countries and the U.S. - organization of factual information - opinion/argumentation - accepting differences	Assessment Recommendations Listening: In response to cues in lecture or film, describes characteristics of targeted governments. Speaking: Describes systems of government. Names public officials. Reading: Selects correct answers from text. Researches factual information from popular print media or Internet. Writing: Develops organizational charts.

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Course	Content Standard	Topic	Concept	Notes
MFL2.9-12.22	Recognizes official symbols of target nations and deduces cultural realities (e.g., pictures and words to reflect what is important to the culture). References: Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *2.2 Products of Culture *3.1 Making Connections *3.2 Acquiring New Information *4.2 Cultural Comparisons *5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- all previously learned language - culture - film - government - official symbols (stamps, flags, seals, currency, anthem(s), etc.)	- factual information about government, politics, and current events - review of numbers - analysis of visual clues - differentiation between and among cultures and norms - use of varied tenses - differentiation between and among cultural practices of target countries and the U.S. - organization of factual information - opinion/argumentation - accepting differences	Assessment Recommendations Listening: Selects currency as described Speaking: Reports on deductions of cultural realities Describes aspects of culture Reading: Identifies currency Selects answers about cultural content Writing: Lists deductions about culture
MFL2.9-12.23	Discusses appropriate films and videos from or about the target culture to acquire information and draw inferences about social, cultural, and economic realities. References: Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *2.2 Products of Culture *3.1 Making Connections *3.2 Acquiring New Information *4.2 Cultural Comparisons *5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- all previously learned language - culture - film - government - official symbols (stamps, flags, seals, currency, anthem(s), etc.)	- factual information about government, politics, and current events - review of numbers - analysis of visual clues - differentiation between and among cultures and norms - use of varied tenses - differentiation between and among cultural practices of target countries and the U.S. - organization of factual information - opinion/argumentation - accepting differences	Assessment Recommendations: Listening: Lists cultural items central to film shown Works in groups to categorize the lists Speaking: Produces a video in imitation of an authentic text Recreates an authentic text Reading: Responds to critique of films. Writing: Critiques a film Keeps a diary of a character in a film.

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Course	Content Standard	Topic	Concept	Notes
MFL2.9-12.24	Scans and summarizes information from sources such as newspapers, periodicals, television, and the Internet to develop knowledge of issues important to the target culture. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.1 Language Comparisons •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- all previously learned language - culture - film - government - official symbols (stamps, flags, seals, currency, anthem(s), etc.)	- factual information about government, politics, and current events - review of numbers - analysis of visual clues - differentiation between and among cultures and norms - use of varied tenses - differentiation between and among cultural practices of target countries and the U.S. - organization of factual information - opinion/argumentation - accepting differences	Assessment Recommendations: Listening: Selects from list of topics after watching video broadcast. Speaking: Reports on an authentic text and creates a news broadcast from information in an authentic text. Reading: Selects correct answers to multiple-choice questions about authentic materials read. Writing: Summarizes a brief authentic text.
MFL2.9-12.25	Learns about factors and issues that impact social, political, and economic decisions (e.g., minimum wage, international trade). References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- all previously learned language - culture - film - government - official symbols (stamps, flags, seals, currency, anthem(s), etc.)	- factual information about government, politics, and current events - review of numbers - analysis of visual clues - differentiation between and among cultures and norms - use of varied tenses - differentiation between and among cultural practices of target countries and the U.S. - organization of factual information - opinion/argumentation - accepting differences	Assessment Recommendations: Listening: Indicates comprehension by checking a list of factual information or questions given by the teacher. Speaking: Role plays in response to problems presented by a current event. Reading: Identifies items in articles about current events. Writing: Writes letters to a public official. Describes an important event.

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Listens to, reads, and demonstrates comprehension of a variety of texts appropriate to the novice-high to intermediate-low proficiency range.

Course	Content Standard	Topic	Concept	Notes
MFL2.9-12.26	Understands and reacts to spoken or written passages. References Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.2 Acquiring New Information •4.1 Language Comparisons •5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- selected topics as needed - Information from Internet and international broadcasts via satellite, including topics such as: politics, education, environmental studies, and youth activities (dance, music, celebrations)	- context clues - grammar as needed - cognates and derivatives - answering teacher's questions - proficiency in understanding and responding to texts	Assessment Recommendations: Listening: Responds by use of Total Physical Response (TPR). Reords a list of facts based on text heard. Speaking: Compares and contrasts language on the Internet with language in the textbook. Reading: From authentic text (one coming directly from the target country), identifies specific grammatical and idiomatic expressions. Completes multiple choice questions on content. Writing: Fictionalizes material drawn from authentic text. Imitates writing found in textbook. Combines and expands published sentences.
MFL2.9-12.27	Derives main ideas and some supporting details from appropriate texts. References Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •2.1 Practices of Culture •2.2 Products of Culture •3.2 Acquiring New Information •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- selected topics as needed - Information from Internet and international broadcasts via satellite, including topics such as: politics, education, environmental studies, and youth activities (dance, music, celebrations)	- context clues - grammar as needed - cognates and derivatives - answering teacher's questions - proficiency in understanding and responding to texts	Assessment Recommendations: Listening: Selects from list of topics after watching a video or listening to a broadcast. Speaking: Explains main idea and supports opinion with details. Reading: Selects from list in response to cues. Writing: Outlines authentic material. Rewrites the introductory sentence.

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Course	Content Standard	Topic	Concept	Notes
MFL2.9-12.28	Demonstrates understanding of narrative material by predicting endings References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.1 Language Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- selected topics as needed - Information from Internet and international broadcasts via satellite, including topics such as: politics, education, environmental studies, and youth activities (dance, music, celebrations)	- context clues - grammar as needed - cognates and derivatives - answering teacher's questions - proficiency in understanding and responding to texts	Assessment Recommendations: Listening: Participates in the 20-questions game - "Who am I?" Speaking: Runs for office or votes in a simulated election. Participates in a discussion. Reading: Creates a timeline of action in an authentic text. Writing: Creates a diary of a character in an authentic text. Rewrites the conclusion. Writes and sends e-mail.

Acquires greater knowledge and deeper understanding of other cultures appropriate to the novice-high to intermediate-low proficiency range.

Course	Content Standard	Topic	Concept	Notes
MFL2.9-12.29	Expands the use of appropriate greetings, farewells, and social formulas References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •2.1 Practices of Culture •2.2 Products of Culture •3.2 Acquiring New Information •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- apologizing - arranging meetings - casual encounters - compliments and criticisms - etiquette - excusing oneself - geography - giving/receiving gifts and/or tips - hospitals and emergency services - issuing, receiving, and accepting invitations - laws and police - legends and literature - museums - parties - performing arts - politeness - post office - restaurants - role of television - school types - sports and hobbies - street vendors and bargaining practices - telephone use - tradition - transportation schedules and modes - social venues	- more social conventions - more do's and don'ts - invitations - impact of different levels of technology - grammar as needed - idiomatic expressions - vocabulary development - cultural differences	Assessment Recommendations: Listening: Listens to extended conversations and phone messages. Identifies speakers by forms of address and use of protocol. Speaking: Responds spontaneously and appropriately in social situations. Reading: Reads invitations, excuses, phone messages, e-mail, and messages. Writing: Writes invitations, excuses, and thank-you notes.

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Course	Content Standard	Topic	Concept	Notes
MFL2.9-12.30	Compares and contrasts the types of public transportation available in the target country(ies). References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- apologizing - arranging meetings - casual encounters - compliments and criticisms - etiquette - excusing oneself - geography - giving/receiving gifts and/or tips - hospitals and emergency services - issuing, receiving, and accepting invitations - laws and police - legends and literature - museums - parties - performing arts - politeness - post office - restaurants - role of television - school types - sports and hobbies - street vendors and bargaining practices - telephone use - tradition - transportation schedules and modes - social venues	- more social conventions - more do's and don'ts - invitations - impact of different levels of technology - grammar as needed - idiomatic expressions - vocabulary development - cultural differences	Assessment Recommendations: Listening: Listens to public announcements and makes travel arrangements. Speaking: Inquires about travel information. Reading: Reads transportation schedules, travel information, and brochures. Writing: Creates dialogue.

Course	Content Standard	Topic	Concept	Notes
MFL2.9-12.31	Compares government services offered in the United States with those offered in target country(ies) References Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *2.2 Products of Culture *3.1 Making Connections *3.2 Acquiring New Information *4.2 Cultural Comparisons *5.1 Language Beyond School *5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- apologizing - arranging meetings - casual encounters - compliments and criticisms - etiquette - excusing oneself - geography - giving/receiving gifts and/or tips - hospitals and emergency services - issuing, receiving, and accepting invitations - laws and police - legends and literature - museums - parties - performing arts - politeness - post office - restaurants - role of television - school types - sports and hobbies - street vendors and bargaining practices - telephone use - tradition - transportation schedules and modes - social venues	- more social conventions - more do's and don'ts - invitations - impact of different levels of technology - grammar as needed - idiomatic expressions - vocabulary development - cultural differences	Assessment Recommendations Speaking: Gives a presentation Makes simulated phone calls Participates in role plays Reading: Reads instructions Writing: Writes dialogues, messages, and short reports

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Course	Content Standard	Topic	Concept	Notes
MFL2.9-12.32	Analyzes eating and shopping customs of the target culture(s). References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- apologizing - arranging meetings - casual encounters - compliments and criticisms - etiquette - excusing oneself - geography - giving/receiving gifts and/or tips - hospitals and emergency services - issuing, receiving, and accepting invitations - laws and police - legends and literature - museums - parties - performing arts - politeness - post office - restaurants - role of television - school types - sports and hobbies - street vendors and bargaining practices - telephone use - tradition - transportation schedules and modes - social venues	- more social conventions - more do's and don'ts - invitations - impact of different levels of technology - grammar as needed - idiomatic expressions - vocabulary development - cultural differences	Assessment Recommendations: Listening: Listens to sales pitches and advertisements. Speaking: Participates in role plays. Reading: Reads menus, labels, and advertisements. Writing: Writes dialogues.

Course	Content Standard	Topic	Concept	Notes
MFL2.9-12.33	Explains leisure time activities in the target culture(s). References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- apologizing - arranging meetings - casual encounters - compliments and criticisms - etiquette - excusing oneself - geography - giving/receiving gifts and/or tips - hospitals and emergency services - issuing, receiving, and accepting invitations - laws and police - legends and literature - museums - parties - performing arts - politeness - post office - restaurants - role of television - school types - sports and hobbies - street vendors and bargaining practices - telephone use - tradition - transportation schedules and modes - social venues	- more social conventions - more do's and don'ts - invitations - impact of different levels of technology - grammar as needed - idiomatic expressions - vocabulary development - cultural differences	Assessment Recommendations: Listening: Listens to excerpts of sport shows, tours, interviews, and conversations. Speaking: Gives a short presentation. Role plays. Reading: Reads TV schedules, brochures, reports, and e-mail. Writing: Writes letters.

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Course	Content Standard	Topic	Concept	Notes
MFL2.9-12.34	Explains different ways of celebrating through music, customs, food, and literature. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- apologizing - arranging meetings - casual encounters - compliments and criticisms - etiquette - excusing oneself - geography - giving/receiving gifts and/or tips - hospitals and emergency services - issuing, receiving, and accepting invitations - laws and police - legends and literature - museums - parties - performing arts - politeness - post office - restaurants - role of television - school types - sports and hobbies - street vendors and bargaining practices - telephone use - tradition - transportation schedules and modes - social venues	- more social conventions - more do's and don'ts - invitations - impact of different levels of technology - grammar as needed - idiomatic expressions - vocabulary development - cultural differences	Assessment Recommendations: Listening: Listens to songs, poems, fairy-tales, and dialogues. Speaking: Sings appropriate songs for special occasions. Gives short presentations. Participates in role plays. Reading: Reads recipes, maps, schedules, legends, and fairy tales. Writing: Writes dialogues and fairy tales.

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Course	Content Standard	Topic	Concept	Notes

Modern Foreign Languages LEVEL III: Grade 9-12

Increases proficiency in using oral and written language appropriate to the intermediate-low to intermediate-mid proficiency range.

Course	Content Standard	Topic	Concept	Notes
MFL3.9-12.1	Gives detailed and extended information about the topics listed. References Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- re-entry of all topics from Levels I and II - aesthetic pursuits - appropriate behavior in social and work situations - arts and literature - cuisine - current events - extended family and personal relationships - geography and foreign travel - history - opinions and feelings - plans, hopes, and expectations - politics - types of work and careers	- culturally acceptable topics of discussion - conversation tactics - differences between and uses of nonpresent tenses - subjunctive mood (as needed) - conditional - imperatives - complex word order - particles (where appropriate) - adjectives - relative pronouns - infinitive constructions - conjunctions and compound sentences	Assessment Recommendations Speaking: Gives extended oral interviews, reports, or answers to questions. Writing: Writes reports, letters, newscasts, e-mail, or newspaper articles.
MFL3.9-12.2	Asks others for information. References Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- re-entry of all topics from Levels I and II - aesthetic pursuits - appropriate behavior in social and work situations - arts and literature - cuisine - current events - extended family and personal relationships - geography and foreign travel - history - opinions and feelings - plans, hopes, and expectations - politics - types of work and careers	- culturally acceptable topics of discussion - conversation tactics - differences between and uses of nonpresent tenses - subjunctive mood (as needed) - conditional - imperatives - complex word order - particles (where appropriate) - adjectives - relative pronouns - infinitive constructions - conjunctions and compound sentences	Assessment Recommendations Speaking: Gives oral interviews or role plays. Writing: Makes a questionnaire, conducts a survey and reports in writing.

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Course	Content Standard	Topic	Concept	Notes
MFL3.9-12.3	Comprehends extended answers to questions. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- re-entry of all topics from Levels I and II - aesthetic pursuits - appropriate behavior in social and work situations - arts and literature - cuisine - current events - extended family and personal relationships - geography and foreign travel - history - opinions and feelings - plans, hopes, and expectations - politics - types of work and careers	- culturally acceptable topics of discussion - conversation tactics - differences between and uses of nonpresent tenses - subjunctive mood (as needed) - conditional - imperatives - complex word order - particles (where appropriate) - adjectives - relative pronouns - infinitive constructions - conjunctions and compound sentences	Assessment Recommendations: Listening: Completes checklists. Completes cloze exercises. Makes correct choices. Speaking: Paraphrases or reenacts authentic texts or visuals. Reading: Completes checklists. Answers multiple-choice questions. Fills in timelines. Writing: Writes outlines.
MFL3.9-12.4	Expresses and shares emotions such as hopes, expectations, worries, and fears. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.2 Acquiring New Information •5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- re-entry of all topics from Levels I and II - aesthetic pursuits - appropriate behavior in social and work situations - arts and literature - cuisine - current events - extended family and personal relationships - geography and foreign travel - history - opinions and feelings - plans, hopes, and expectations - politics - types of work and careers	- culturally acceptable topics of discussion - conversation tactics - differences between and uses of nonpresent tenses - subjunctive mood (as needed) - conditional - imperatives - complex word order - particles (where appropriate) - adjectives - relative pronouns - infinitive constructions - conjunctions and compound sentences	Assessment Recommendations: Listening: Gives appropriate comments and rejoinders in role play or interview. Speaking: Expresses emotions and explains causes for them. Sustains extended conversation. Reading: Reads and responds to letters. Writing: Writes a diary. Writes letters.

Goes beyond immediate events to inquire, narrate, and describe in oral and written language appropriate to the intermediate-low to intermediate-mid proficiency range.

Course	Content Standard	Topic	Concept	Notes
MFL3.9-12.5	Recounts, comprehends, and reacts to a sequence of events References Targeted Standards *1 1 Interpersonal Communication *1 2 Interpretative Communication *1 3 Presentational Communication *2 1 Practices of Culture *2 2 Products of Culture *3 2 Acquiring New Information *5 1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- re-entry of all topics from Levels I and II - aesthetic pursuits - appropriate behavior in social and work situations - arts and literature - cuisine - current events - extended family and personal relationships - geography and foreign travel - history - opinions and feelings - plans, hopes and expectations - politics - types of work and careers	- culturally acceptable topics of discussion - conversation tactics - differences between and uses of nonpresent tenses - subjunctive mood (as needed) - conditional - imperatives - complex word order - particles where appropriate - adjectives - relative pronouns - infinitive constructions - conjunctions and compound sentences - passive forms	Assessment Recommendations Listening: Takes notes as a classmate gives extended information about his/her weekend Speaking: Reacts to accounts from other students Talks about a personal experience Reading: Puts description of pictures in proper order or puts story in order by arranging cut sentences and/or paragraphs Writing: Writes about personal experience. Writes a story based on pictures
MFL3.9-12.6	Summarizes and reacts to movies, TV programs, books, magazine/newspaper articles texts from the Internet in the target language. References Targeted Standards *1 1 Interpersonal Communication *1 2 Interpretative Communication *2 1 Practices of Culture *2 2 Products of Culture *3 1 Making Connections *3 2 Acquiring New Information *4 2 Cultural Comparisons *5 1 Language Beyond School *5 2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- re-entry of all topics from Levels I and II - aesthetic pursuits - appropriate behavior in social and work situations - arts and literature - cuisine - current events - extended family and personal relationships - geography and foreign travel - history - opinions and feelings - plans, hopes and expectations - politics - types of work and careers	- culturally acceptable topics of discussion - conversation tactics - differences between and uses of nonpresent tenses - subjunctive mood (as needed) - conditional - imperatives - complex word order - particles where appropriate - adjectives - relative pronouns - infinitive constructions - conjunctions and compound sentences - passive forms	Assessment Recommendations Speaking: Summarizes a movie. Presents an oral report. States and justifies opinions Writing: Summarizes a movie. Writes letters to the editor about a TV program or newspaper editorial

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Course	Content Standard	Topic	Concept	Notes
MFL3.9-12.7	Comprehends and reacts to current events and issues References Targeted Standards *1 1 Interpersonal Communication *1 2 Interpretative Communication *1 3 Presentational Communication *2 1 Practices of Culture *2 2 Products of Culture *3 1 Making Connections *3 2 Acquiring New Information *4 2 Cultural Comparisons *5 1 Language Beyond School *5 2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- re-entry of all topics from Levels I and II - aesthetic pursuits - appropriate behavior in social and work situations - arts and literature - cuisine - current events - extended family and personal relationships - geography and foreign travel - history - opinions and feelings - plans, hopes and expectations - politics - types of work and careers	- culturally acceptable topics of discussion - conversation tactics - differences between and uses of nonpresent tenses - subjunctive mood (as needed) - conditional - imperatives - complex word order - particles where appropriate - adjectives - relative pronouns - infinitive constructions - conjunctions and compound sentences - passive forms	Assessment Recommendations: Listening Takes notes Answers questions Speaking Discusses current issues. Reports and reacts to current events from newspapers or broadcasts Reading Takes notes on assigned authentic text Answers comprehension questions. Writing Writes short essays
MFL3.9-12.8	Creates original narratives References Targeted Standards *1 3 Presentational Communication *2 1 Practices of Culture *2 2 Products of Culture *3 2 Acquiring New Information *5 1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- re-entry of all topics from Levels I and II - aesthetic pursuits - appropriate behavior in social and work situations - arts and literature - cuisine - current events - extended family and personal relationships - geography and foreign travel - history - opinions and feelings - plans, hopes and expectations - politics - types of work and careers	- culturally acceptable topics of discussion - conversation tactics - differences between and uses of nonpresent tenses - subjunctive mood (as needed) - conditional - imperatives - complex word order - particles where appropriate - adjectives - relative pronouns - infinitive constructions - conjunctions and compound sentences - passive forms	Assessment Recommendations Speaking Tells a story based on pictures Completes a story Writing Writes a story based on pictures Completes a story

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Considers options in difficult and unexpected events and makes decisions appropriate to the intermediate-low to intermediate-mid proficiency range.

Course	Content Standard	Topic	Concept	Notes
MFL3.9-12.9	Draws conclusions from information presented. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- re-entry of all topics from Levels I and II - aesthetic pursuits - careers and jobs - current events - daily routines - everyday life - family and personal relationships - government - health - hobbies/pastimes - holidays and special events - laws - opinions and feelings - religion - residence - social occasions - special/personal events - travel - values	- re-entry of grammar from Levels I and II as needed - verb forms as needed - levels of formality - differentiation of culture and norms - research - response to cues - individual/group problem-solving - agreeing - disagreeing - ranking - grouping - organizing	Assessment Recommendations: Speaking: States and defends conclusion. Reading: Lists correct sequence of information given in passages. Writing: Lists options.
MFL3.9-12.10	Offers choices. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.1 Language Comparisons •5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- re-entry of all topics from Levels I and II - aesthetic pursuits - careers and jobs - current events - daily routines - everyday life - family and personal relationships - government - health - hobbies/pastimes - holidays and special events - laws - opinions and feelings - religion - residence - social occasions - special/personal events - travel - values	- re-entry of grammar from Levels I and II as needed - verb forms as needed - levels of formality - differentiation of culture and norms - research - response to cues - individual/group problem-solving - agreeing - disagreeing - ranking - grouping - organizing	Assessment Recommendations: Speaking: Role plays the part of a parent, or employer in a decision-making situation. Role plays a survival situation in which the student must function in the target language such as choosing among several medicines in a pharmacy. Writing: Writes advice column for newspaper.

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Course	Content Standard	Topic	Concept	Notes
MFL3.9-12.11	Influences, encourages, and defends decisions References Targeted Standards *1 1 Interpersonal Communication *1 2 Interpretative Communication *2 1 Practices of Culture *3 1 Making Connections *3 2 Acquiring New Information *5 1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- re-entry of all topics from Levels I and II - aesthetic pursuits - careers and jobs - current events - daily routines - everyday life - family and personal relationships - government - health - hobbies/pastimes - holidays and special events - laws - opinions and feelings - religion - residence - social occasions - special/personal events - travel - values	- re-entry of grammar from Levels I and II as needed - verb forms as needed - levels of formality - differentiation of culture and norms - research - response to cues - individual/group problem-solving - agreeing - disagreeing - ranking - grouping - organizing	Assessment Recommendations Speaking Role plays part of a sales-person Participates in discussions Writing Writes a speech or advice column
MFL3.9 12.12	States pros and cons of issues References Targeted Standards *1 1 Interpersonal Communication *1 2 Interpretative Communication *1 3 Presentational Communication *2 1 Practices of Culture *3 1 Making Connections *3 2 Acquiring New Information *4 2 Cultural Comparisons *5 1 Language Beyond School *5 2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- re-entry of all topics from Levels I and II - aesthetic pursuits - careers and jobs - current events - daily routines - everyday life - family and personal relationships - government - health - hobbies/pastimes - holidays and special events - laws - opinions and feelings - religion - residence - social occasions - special/personal events - travel - values	- re-entry of grammar from Levels I and II as needed - verb forms as needed - levels of formality - differentiation of culture and norms - research - response to cues - individual/group problem-solving - agreeing - disagreeing - ranking - grouping - organizing	Assessment Recommendations: Listening and Speaking Listens to satellite or cable programs and discusses the content Reading Researches facts to reinforce issues Writing Writes and defends an opinion (e g , "I don't like to go to scary movies because .. ").

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Demonstrates comprehension of and reacts to authentic texts appropriate to the intermediate-low to intermediate-mid proficiency range.

Course	Content Standard	Topic	Concept	Notes
MFL3.9-12.13	Comprehends connected discourse (i.e., two to three paragraphs in length) References: Targeted Standards *1.2 Interpretative Communication *3.2 Acquiring New Information *5.1 Language Beyond School *5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- re-entry of all topics from Levels I and II - aesthetic pursuits - business forms - career-specific vocabulary - current events - daily routines - events - everyday life - fine arts - geography - government - health - history - hobbies/pastimes - holidays/special events - laws - literature of famous authors - opinions and feelings - reading selections and broadcasts - relationships, family and personal - religion - residence - social occasions - special/personal events - travel - values	- use of contextual clues - cultural sensitivity and acceptance of diversity - career-specific vocabulary - agreeing - disagreeing	Assessment Recommendations: Listening: Completes checklists or multiple choices based on authentic (from the target country) video presentation(s) Reading: Completes checklists. Answers questions. Selects multiple choice answers

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Course	Content Standard	Topic	Concept	Notes
MFL3.9-12.14	Understands main ideas and seeks some supporting details from authentic materials (materials from the target country). References: Targeted Standards •1 1 Interpersonal Communication •1 2 Interpretative Communication •1 3 Presentational Communication •2 1 Practices of Culture •3 1 Making Connections •3 2 Acquiring New Information •5 1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- re-entry of all topics from Levels I and II - aesthetic pursuits - business forms - career-specific vocabulary - current events - daily routines - events - everyday life - fine arts - geography - government - health - history - hobbies/pastimes - holidays/special events - laws - literature of famous authors - opinions and feelings - reading selections and broadcasts - relationships, family and personal - religion - residence - social occasions - special/personal events - travel - values	- use of contextual clues - cultural sensitivity and acceptance of diversity - career-specific vocabulary - agreeing - disagreeing	Assessment Recommendations Listening: Completes checklist(s) based on authentic video presentation(s) Speaking: Tells what the main idea is and why Reading: Gives main ideas of an assigned text Writing: Writes a summary of an assigned text

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Course	Content Standard	Topic	Concept	Notes
MFL3.9-12.15	Understands and reacts to extended conversations, monologues, and/or texts. Predicts some outcomes, draws simple conclusions, and gives opinions. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •2.1 Practices of Culture •3.1 Making Connections •3.2 Acquiring New Information •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- re-entry of all topics from Levels I and II - aesthetic pursuits - business forms - career-specific vocabulary - current events - daily routines - events - everyday life - fine arts - geography - government - health - history - hobbies/pastimes - holidays/special events - laws - literature of famous authors - opinions and feelings - reading selections and broadcasts - relationships, family and personal - religion - residence - social occasions - special/personal events - travel - values	- use of contextual clues - cultural sensitivity and acceptance of diversity - career-specific vocabulary - agreeing - disagreeing	Assessment Recommendations: Listening: Paraphrases a news broadcast. Speaking: Discusses a news issue. Reading: Answers questions about a foreign newspaper article. Writing: Summarizes a newspaper article or a broadcast.

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Course	Content Standard	Topic	Concept	Notes
MFL3.9-12.16	Discusses literary selections appropriate for the level References: Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *2.2 Products of Culture *3.2 Acquiring New Information *4.2 Cultural Comparisons *5.1 Language Beyond School *5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- re-entry of all topics from Levels I and II - aesthetic pursuits - business forms - career-specific vocabulary - current events - daily routines - events - everyday life - fine arts - geography - government - health - history - hobbies/pastimes - holidays/special events - laws - literature of famous authors - opinions and feelings - reading selections and broadcasts - relationships, family and personal - religion - residence - social occasions - special/personal events - travel - values	- use of contextual clues - cultural sensitivity and acceptance of diversity - career-specific vocabulary - agreeing - disagreeing	Assessment Recommendations: Listening: Listens to literary passages and responds orally or in writing. Speaking: Discusses selections read. Reading: Reads literary passages and responds to questions. Writing: Summarizes a literary selection and/or writes an essay.

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Course	Content Standard	Topic	Concept	Notes
MFL3.9-12.17	Expresses preferences for a text and gives supporting details. References: Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *2.1 Practices of Culture *3.2 Acquiring New Information *5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- re-entry of all topics from Levels I and II - aesthetic pursuits - business forms - career-specific vocabulary - current events - daily routines - events - everyday life - fine arts - geography - government - health - history - hobbies/pastimes - holidays/special events - laws - literature of famous authors - opinions and feelings - reading selections and broadcasts - relationships, family and personal - religion - residence - social occasions - special/personal events - travel - values	- use of contextual clues - cultural sensitivity and acceptance of diversity - career-specific vocabulary - agreeing - disagreeing	Assessment Recommendations: Listening: Listens to guest speaker and responds with appropriate comments. Speaking: Asks appropriate questions. Reading: Answers questions about job ads. Writing: Develops questions for a guest speaker.

Writes effectively in different modes of discourse using process writing appropriate to the intermediate-low to intermediate-mid proficiency range.

Course	Content Standard	Topic	Concept	Notes
MFL3.9-12.18	Narrates in present, past and future. References: Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *3.1 Making Connections *3.2 Acquiring New Information *4.1 Language Comparisons *5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- topics from Levels I, II, and III - current events - everyday life - family - fine arts - health - history - literature - religion	- language and grammar as needed - publication - research - description - exposition - persuasion - compound sentences - paragraphs - process writing	Assessment Recommendations: Writing: Selects a current event, activity, or future plan and writes a composition about it.

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Course	Content Standard	Topic	Concept	Notes
MFL3.9 12.19	Composes cohesive paragraphs that describe, compare or contrast people, places, things, activities, situations, and events References Targeted Standards *1 1 Interpersonal Communication *1 2 Interpretative Communication *1 3 Presentational Communication *2 1 Practices of Culture *2 2 Products of Culture *3 1 Making Connections *3 2 Acquiring New Information *4 2 Cultural Comparisons *5 1 Language Beyond School *5 2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- topics from Levels I, II, and III - current events - everyday life - family - fine arts - health - history - literature - religion	- language and grammar as needed - publication - research - description - exposition - persuasion - compound sentences - paragraphs - process writing	Assessment Recommendations Writing Compares some form of media from the target country with same in the United States Makes posters for advertisements
MFL3.9-12.20	Develops organized summaries, compositions, and reports on articles of more than one paragraph References Targeted Standards *1 1 Interpersonal Communication *1 2 Interpretative Communication *1 3 Presentational Communication *2 1 Practices of Culture *2 2 Products of Culture *3 1 Making Connections *3 2 Acquiring New Information *4 2 Cultural Comparisons *5 1 Language Beyond School *5 2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- topics from Levels I, II, and III - current events - everyday life - family - fine arts - health - history - literature - religion	- language and grammar as needed - publication - research - description - exposition - persuasion - compound sentences - paragraphs - process writing	Assessment Recommendations Writing Writes compositions about topics in this strand
MFL3.9-12.21	Expresses and supports emotions, feelings, and personal points of view. References Targeted Standards *1 1 Interpersonal Communication *1 2 Interpretative Communication *1 3 Presentational Communication *2 1 Practices of Culture *2 2 Products of Culture *3 1 Making Connections *3 2 Acquiring New Information *5 1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- topics from Levels I, II, and III - current events - everyday life - family - fine arts - health - history - literature - religion	- language and grammar as needed - publication - research - description - exposition - persuasion - compound sentences - paragraphs - process writing	Assessment Recommendations Writing Writes a letter in response to topics Writes a persuasive composition with supporting details

Course	Content Standard	Topic	Concept	Notes
MFL3.9-12.22	Composes simple poetry (e.g., haiku, cinquain, diamante, tearful ballad, or corrida) References Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *2.2 Products of Culture *3.1 Making Connections *3.2 Acquiring New Information *4.1 Language Comparisons *5.1 Language Beyond School *5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- topics from Levels I, II, and III - current events - everyday life - family - fine arts - health - history - literature - religion	- language and grammar as needed - publication - research - description - exposition - persuasion - compound sentences - paragraphs - process writing	Assessment Recommendations: Writing: Composes simple poetry
MFL3.9-12.23	Gives instructions for completing tasks References Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *2.2 Products of Culture *3.1 Making Connections *3.2 Acquiring New Information *5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- topics from Levels I, II, and III - current events - everyday life - family - fine arts - health - history - literature - religion	- language and grammar as needed - publication - research - description - exposition - persuasion - compound sentences - paragraphs - process writing	Assessment Recommendations: Writing: Writes a series of steps describing, for example, how to invent a gadget, build a gadget, or making a recipe

Continues acquisition of knowledge of the interconnectedness of social, economic, and political issues within the target culture appropriate to the intermediate-low to intermediate-mid proficiency range.

Course	Content Standard	Topic	Concept	Notes
MFL3.9-12.24	Reports and discusses forms of government and political movements in target nation(s) References Targeted Standards *1 1 Interpersonal Communication *1 2 Interpretative Communication *1 3 Presentational Communication *2 1 Practices of Culture *2 2 Products of Culture *3 1 Making Connections *3 2 Acquiring New Information *4 2 Cultural Comparisons *5 1 Language Beyond School *5 2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- arts and literature - current issues - essays - geography - government - graphs and tables - history - journals - news reports - politics and political issues - social issues - use of varied tenses	- oral presentation of knowledge	Assessment Recommendations Speaking Gives an oral report States pros and cons of an issue Writing Prepares posters
MFL3.9-12.25	Researches, outlines and summarizes information from sources such as magazines, periodicals, television and the Internet to learn about issues important to the target culture References Targeted Standards *1 1 Interpersonal Communication *1 2 Interpretative Communication *1 3 Presentational Communication *2 1 Practices of Culture *2 2 Products of Culture *3 1 Making Connections *3 2 Acquiring New Information *4 2 Cultural Comparisons *5 1 Language Beyond School *5 2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- arts and literature - current issues - essays - geography - government - graphs and tables - history - journals - news reports - politics and political issues - social issues - use of varied tenses	- oral presentation of knowledge - graphs - charts - ranking - grouping - organizing	Assessment Recommendations Listening Answers questions about broadcasts or news reports Speaking Participates in group discussion Reading Answers questions about charts and graphs Writing Completes charts and graphs.

Course	Content Standard	Topic	Concept	Notes
MFL3.9-12.26	Discusses films and videos from or about the target culture to acquire information and draws inferences about social, cultural, and economic realities. References: Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *2.2 Products of Culture *3.1 Making Connections *3.2 Acquiring New Information *4.2 Cultural Comparisons *5.1 Language Beyond School *5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- arts and literature - current issues - essays - geography - government - graphs and tables - history - journals - news reports - politics and political issues - social issues - use of varied tenses	- differentiation between and among cultural practices of target countries and the U.S.	Assessment Recommendations: Listening: Answers questions. Speaking: Discusses a social issue as presented via media. Reading: Reads passages for information with which to answer questions. Writing: Completes cloze texts.
MFL3.9-12.27	Learns about factors and issues that impact social, political, or economic decisions (i.e., Organization of American States, North American Free Trade Agreement, European Union, or Union of North African Republics). References: Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *2.2 Products of Culture *3.1 Making Connections *3.2 Acquiring New Information *4.2 Cultural Comparisons *5.1 Language Beyond School *5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- arts and literature - current issues - essays - geography - government - graphs and tables - history - journals - news reports - politics and political issues - social issues - use of varied tenses	- organization of factual information - defense of opinion - argumentation - accepting differences	Assessment Recommendations: Listening: Takes notes. Speaking: Gives reasons for a point of view. Reading: Outlines facts from reading passages. Writing: Writes a monologue.

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Modern Foreign Languages LEVEL IV: Grade 9-12

Increases proficiency using oral and written forms appropriate to the intermediate-mid to intermediate-high range of proficiency.

Course	Content Standard	Topic	Concept	Notes
MFL4.9-12.1	Gives more detailed and extended information in response to questions including presenting an oral or written report. References: Targeted Standards •1.1 Interpersonal Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- re-entry of all topics from Levels I-III - aesthetic pursuits - appropriate behavior in social and work situations - aspects of the arts and literature - cuisine - current events - extended family and personal relationships - geography and foreign travel - history - opinions and feelings - plans, hopes and expectations - politics - types of work and careers	- culturally acceptable topics of discussion - conversation tactics - differences between and uses of nonpresent tenses - subjunctive mood (as needed) - conditional - imperatives - complex word order - particles where appropriate - adjectives - relative pronouns where applicable - infinitive constructions - conjunctions and compound sentences	Assessment Recommendations Even though assessment procedures are the same for Levels III and IV, higher expectations should be demanded for Level IV. Speaking: Gives extended oral interviews, reports or answers to questions. Writing: Writes reports, letters, newscasts, e-mail or newspaper articles.
MFL4.9-12.2	Asks others for information. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- re-entry of all topics from Levels I-III - aesthetic pursuits - appropriate behavior in social and work situations - aspects of the arts and literature - cuisine - current events - extended family and personal relationships - geography and foreign travel - history - opinions and feelings - plans, hopes and expectations - politics - types of work and careers	- culturally acceptable topics of discussion - conversation tactics - differences between and uses of nonpresent tenses - subjunctive mood (as needed) - conditional - imperatives - complex word order - particles where appropriate - adjectives - relative pronouns where applicable - infinitive constructions - conjunctions and compound sentences	Assessment Recommendations Speaking: Gives oral interviews or role plays. Writing: Makes a questionnaire, conducts a survey and reports in writing.

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Course	Content Standard	Topic	Concept	Notes
MFL4.9-12.3	Comprehends extended answers to questions References: Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *2.2 Products of Culture *3.1 Making Connections *3.2 Acquiring New Information *5.1 Language Beyond School *5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- re-entry of all topics from Levels I-III - aesthetic pursuits - appropriate behavior in social and work situations - aspects of the arts and literature - cuisine - current events - extended family and personal relationships - geography and foreign travel - history - opinions and feelings - plans, hopes and expectations - politics - types of work and careers	- culturally acceptable topics of discussion - conversation tactics - differences between and uses of nonpresent tenses - subjunctive mood (as needed) - conditional - imperatives - complex word order - particles where appropriate - adjectives - relative pronouns where applicable - infinitive constructions - conjunctions and compound sentences	Assessment Recommendations Listening: Completes factual checklists testing comprehension of a text Completes cloze exercises Makes correct choices Speaking: Paraphrases or re-enacts authentic texts or visuals from the target country(ies) Reading: Completes checklists Answers multiple-choice questions Fills in timelines Writing: Writes outlines
MFL4.9-12.4	Uses extended vocabulary to express and share emotions such as hopes, expectations, worries and fears References: Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *2.2 Products of Culture *3.2 Acquiring New Information *5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- re-entry of all topics from Levels I-III - aesthetic pursuits - appropriate behavior in social and work situations - aspects of the arts and literature - cuisine - current events - extended family and personal relationships - geography and foreign travel - history - opinions and feelings - plans, hopes and expectations - politics - types of work and careers	- culturally acceptable topics of discussion - conversation tactics - differences between and uses of nonpresent tenses - subjunctive mood (as needed) - conditional - imperatives - complex word order - particles where appropriate - adjectives - relative pronouns where applicable - infinitive constructions - conjunctions and compound sentences	Assessment Recommendations Listening: Takes notes as a classmate gives extended information about his/her weekend Speaking: Reacts to accounts from other students Talks about a personal experience Reading: Puts pictures with descriptions in proper order or puts story in order by arranging cut sentences and/or paragraphs Writing: Writes about personal experience Writes a story based on pictures

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Further expands ability to inquire, narrate and describe in oral and written language appropriate to the intermediate-mid to intermediate-high range of proficiency.

Course	Content Standard	Topic	Concept	Notes
MFL4.9 12.5	Recounts, comprehends and reacts to a complex sequence of events. References: Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *2.2 Products of Culture *3.2 Acquiring New Information *5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- re-entry of all topics from Levels I-III - aesthetic pursuits - appropriate behavior in social and work situations - aspects of the arts and literature - cuisine - current events - extended family and personal relationships - geography and foreign travel - history - opinions and feelings - plans, hopes and expectations - politics - types of work and careers	- culturally acceptable topics of discussion - conversation tactics - differences between and uses of nonpresent tenses - subjunctive mood (as needed) - conditional - imperatives - complex word order - particles where appropriate - adjectives - relative pronouns where applicable - infinitive constructions - conjunctions and compound sentences	Assessment Recommendations Listening: Takes notes as a classmate gives extended information about his/her weekend. Speaking: Reacts to accounts from other students. Talks about a personal experience. Reading: Puts pictures in proper order. Writing: Writes about personal experience. Writes a story based on pictures.
MFL4.9 12.6	Summarizes and reacts to movies, TV programs, books, magazine/newspaper articles and texts from Internet in the target language. References: Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *2.1 Practices of Culture *2.2 Products of Culture *3.1 Making Connections *3.2 Acquiring New Information *4.2 Cultural Comparisons *5.1 Language Beyond School *5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- re-entry of all topics from Levels I-III - aesthetic pursuits - appropriate behavior in social and work situations - aspects of the arts and literature - cuisine - current events - extended family and personal relationships - geography and foreign travel - history - opinions and feelings - plans, hopes and expectations - politics - types of work and careers	- culturally acceptable topics of discussion - conversation tactics - differences between and uses of nonpresent tenses - subjunctive mood (as needed) - conditional - imperatives - complex word order - particles where appropriate - adjectives - relative pronouns where applicable - infinitive constructions - conjunctions and compound sentences	Assessment Recommendations Speaking: Summarizes a movie. Presents an oral report. States and justifies personal opinions. Writing: Summarizes a movie. Writes letters to the editor about a TV program or newspaper editorial.

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Course	Content Standard	Topic	Concept	Notes
MFL4.9-12.7	Comprehends and uses extended vocabulary to react to current events and issues. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- re-entry of all topics from Levels I-III - aesthetic pursuits - appropriate behavior in social and work situations - aspects of the arts and literature - cuisine - current events - extended family and personal relationships - geography and foreign travel - history - opinions and feelings - plans, hopes and expectations - politics - types of work and careers careers	- culturally acceptable topics of discussion - conversation tactics - differences between and uses of nonpresent tenses - subjunctive mood (as needed) - conditional - imperatives - complex word order - particles where appropriate - adjectives - relative pronouns where applicable - infinitive constructions - conjunctions and compound sentences	Assessment Recommendations: Listening: Takes notes. Answers questions. Speaking: Argues opinions on current issues. Reports and reacts to current events from newspapers or broadcasts. Reading: Takes notes on assigned authentic text from target country. Answers comprehension questions. Writing: Writes essays.
MFL4.9-12.8	Creates original narrations. References: Targeted Standards •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.2 Acquiring New Information •5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- re-entry of all topics from Levels I-III - aesthetic pursuits - appropriate behavior in social and work situations - aspects of the arts and literature - cuisine - current events - extended family and personal relationships - geography and foreign travel - history - opinions and feelings - plans, hopes and expectations - politics - types of work and careers	- culturally acceptable topics of discussion - conversation tactics - differences between and uses of nonpresent tenses - subjunctive mood (as needed) - conditional - imperatives - complex word order - particles where appropriate - adjectives - relative pronouns where applicable - infinitive constructions - conjunctions and compound sentences	Assessment Recommendations: Speaking: Tells a story based on pictures. Completes a story. Writing: Writes a story based on pictures. Completes a story.

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Course	Content Standard	Topic	Concept	Notes
Considers options in difficult and unexpected events and makes appropriate decisions at a proficiency level of intermediate-mid to intermediate-high.				
MFL4.9-12.9	Draws conclusions from information presented References: Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *2.1 Practices of Culture *2.2 Products of Culture *3.1 Making Connections *3.2 Acquiring New Information *5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- re-entry of all topics from Levels I-III - aesthetic pursuits - careers and jobs - current events - daily routines - everyday life - family and personal relationships - fine arts - government - health - history - hobbies - holidays and special events - laws - literature - opinions and feelings - pastimes - religion - residence - social occasions - special/personal events - travel - values	- re-entry of grammar from Levels I-III as needed - verb forms - levels of formality - differentiation of culture and norms - research - response to cues - individual/group problem-solving - agreeing - disagreeing - ranking - grouping - organizing	Assessment Recommendations: Speaking: States and defends conclusions. Reading: Lists correct sequence of information given in passages. Writing: Lists options.

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Course	Content Standard	Topic	Concept	Notes
MFL4.9-12.10	Offers choices References Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.1 Language Comparisons •5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- re-entry of all topics from Levels I-III - aesthetic pursuits - careers and jobs - current events - daily routines - everyday life - family and personal relationships - fine arts - government - health - history - hobbies - holidays and special events - laws - literature - opinions and feelings - pastimes - religion - residence - social occasions - special/personal events - travel - values	- re-entry of grammar from Levels I-III as needed - verb forms - levels of formality - differentiation of culture and norms - research - response to cues - individual/group problem-solving - agreeing - disagreeing - ranking - grouping - organizing	Assessment Recommendations Speaking. Role plays the part of a parent or employer in a decision-making situation Role plays a survival situation Writing. Writes advice column for newspaper.
MFL4.9-12.11	Influences, encourages and defends decisions. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •2.1 Practices of Culture •3.1 Making Connections •3.2 Acquiring New Information •5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- re-entry of all topics from Levels I-III - aesthetic pursuits - careers and jobs - current events - daily routines - everyday life - family and personal relationships - fine arts - government - health - history - hobbies - holidays and special events - laws - literature - opinions and feelings - pastimes - religion - residence - social occasions - special/personal events - travel - values	-- re-entry of grammar from Levels I-III as needed - verb forms - levels of formality - differentiation of culture and norms - research - response to cues - individual/group problem-solving - agreeing - disagreeing - ranking - grouping - organizing	Assessment Recommendations Speaking. Role plays part of a sales person. Participates in discussions. Writing. Writes a speech or an advice column.

Course	Content Standard	Topic	Concept	Notes
MFL4.9-12.12	States pros and cons of issues. References: Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *3.1 Making Connections *3.2 Acquiring New Information *4.2 Cultural Comparisons *5.1 Language Beyond School *5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- re-entry of all topics from Levels I-III - aesthetic pursuits - careers and jobs - current events - daily routines - everyday life - family and personal relationships - fine arts - government - health - history - hobbies - holidays and special events - laws - literature - opinions and feelings - pastimes - religion - residence - social occasions - special/personal events - travel - values	- re-entry of grammar from Levels I-III as needed - verb forms - levels of formality - differentiation of culture and norms - research - response to cues - individual/group problem-solving - agreeing - disagreeing - ranking - grouping - organizing	Assessment Recommendations: Listening and Speaking: Listens to satellite or cable programs and discusses the content. Reading: Researches facts to reinforce issues. Writing: Writes about and defends an opinion (e.g., "I don't like to go to the movies because...")

Course	Content Standard	Topic	Concept	Notes

Demonstrates comprehension of and reacts to authentic texts, as appropriate to intermediate-mid to intermediate-high levels.

Course	Content Standard	Topic	Concept	Notes
MFL4.9-12.13	Uses the target language as a means to explore career opportunities References: Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *2.2 Products of Culture *3.1 Making Connections *3.2 Acquiring New Information *4.1 Language Comparisons *4.2 Cultural Comparisons *5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- aesthetic pursuits - agreeing/disagreeing - business forms - career-specific vocabulary - careers and jobs - current events - daily routines - everyday life - family and personal relationships - fine arts - government - health - history - hobbies/pastimes - holidays and special events - laws - literature - opinions and feelings - reading selections and broadcasts - religion - residence - social occasions - special/personal events - travel - values	- agreeing - disagreeing - grammar as needed - foreign languages as an adjunct career choice	Assessment Recommendations Listening: Takes notes from guest speakers or interviews Speaking: Conducts or gives interviews Reading: Reads want ads or other related authentic texts from Internet Writing: Composes ads Writes a resumé

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Course	Content Standard	Topic	Concept	Notes
MFL4.9-12.14	Comprehends the gist of impromptu conversations and inserts personal opinions and information as appropriate References: Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *3.2 Acquiring New Information *4.1 Language Comparisons *5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- aesthetic pursuits - agreeing/disagreeing - business forms - career-specific vocabulary - careers and jobs - current events - daily routines - everyday life - family and personal relationships - fine arts - government - health - history - hobbies/pastimes - holidays and special events - laws - literature - opinions and feelings - reading selections and broadcasts - religion - residence - social occasions - special/personal events - travel - values	- use of contextual clues - grammar as needed	Assessment Recommendations Listening: Listens to conversations and chooses appropriate rejoinders Speaking: Says appropriate rejoinders Reading: Completes cloze exercise Writing: Summarizes the main idea of a text, written or heard
MFL4.9-12.15	Understands and reacts to extended passages of connected discourses, predicts outcomes, draws conclusions and discusses issues References: Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *2.1 Practices of Culture *3.1 Making Connections *3.2 Acquiring New Information *5.1 Language Beyond School *5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- aesthetic pursuits - agreeing/disagreeing - business forms - career-specific vocabulary - careers and jobs - current events - daily routines - everyday life - family and personal relationships - fine arts - government - health - history - hobbies/pastimes - holidays and special events - laws - literature - opinions and feelings - reading selections and broadcasts - religion - residence - social occasions - special/personal events - travel - values	- use of contextual clues - cultural sensitivity and acceptance of diversity - agreeing/disagreeing	Assessment Recommendations Listening: Paraphrases a news broadcast Speaking: Discusses a news issue Reading: Answers questions about a foreign newspaper article Writing: Summarizes a newspaper article or a broadcast

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Course	Content Standard	Topic	Concept	Notes
MFL4.9-12.16	Understands main ideas and seeks some supporting details from authentic materials References Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *3.1 Making Connections *3.2 Acquiring New Information *5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- aesthetic pursuits - agreeing/disagreeing - business forms - career-specific vocabulary - careers and jobs - current events - daily routines - everyday life - family and personal relationships - fine arts - government - health - history - hobbies/pastimes - holidays and special events - laws - literature - opinions and feelings - reading selections and broadcasts - religion - residence - social occasions - special/personal events - travel - values	- use of contextual clues - cultural sensitivity and acceptance of diversity	Assessment Recommendations: Listening: Completes checklists based on authentic video presentation(s). Speaking: Tells what the main idea is and why. Reading: Gives main ideas of assigned text. Writing: Writes a summary of an assigned text.
MFL4.9-12.17	Comprehends connected discourse (extended reading or oral texts). References Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *2.2 Products of Culture *3.1 Making Connections *3.2 Acquiring New Information *5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- aesthetic pursuits - agreeing/disagreeing - business forms - career-specific vocabulary - careers and jobs - current events - daily routines - everyday life - family and personal relationships - fine arts - government - health - history - hobbies/pastimes - holidays and special events - laws - literature - opinions and feelings - reading selections and broadcasts - religion - residence - social occasions - special/personal events - travel - values	- use of contextual clues - cultural sensitivity and acceptance of diversity - agreeing/disagreeing	Assessment Recommendations: Listening: Completes checklists or answers multiple-choice questions. Speaking: Interviews a native speaker in person or by phone. Reading: Completes checklists, answers questions and selects multiple choice answers. Interviews a native speaker by Internet.

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Course	Content Standard	Topic	Concept	Notes
MFL4.9-12.18	Discusses literary works appropriate for the level References Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.2 Acquiring New Information •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- aesthetic pursuits - agreeing/disagreeing - business forms - career-specific vocabulary - careers and jobs - current events - daily routines - everyday life - family and personal relationships - fine arts - government - health - history - hobbies/pastimes - holidays and special events - laws - literature - opinions and feelings - reading selections and broadcasts - religion - residence - social occasions - special/personal events - travel - values	- use of contextual clues - cultural sensitivity and acceptance of diversity	Assessment Recommendations: Listening: Listens to literary passages and responds orally or in writing. Speaking: Discusses selections read. Reading: Reads literary passages and responds to questions. Writing: Summarizes a literary selection and/or and writes an essay.

Writes effectively in different modes of discourse using process writing as appropriate to intermediate-mid to intermediate-high proficiency levels.

MFL4.9-12.19	Expresses preferences and gives supporting details. References Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •2.1 Practices of Culture •3.2 Acquiring New Information •5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- current events - everyday life - family - fine arts - health - history - literature - religion	- grammar as needed - continuous editing as part of writing process - response to cues - creative writing	Assessment Recommendations: Writing: Writes a letter in response to assigned topics. Writes a persuasive composition.

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Course	Content Standard	Topic	Concept	Notes
MFL4.9-12.20	Composes cohesive paragraphs that describe, compare or contrast people, places, things, activities, situations and events in detail References: Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *2.2 Products of Culture *3.1 Making Connections *3.2 Acquiring New Information *4.2 Cultural Comparisons *5.1 Language Beyond School *5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- current events - everyday life - family - fine arts - health - history - literature - religion	- grammar as needed - continuous editing as part of writing process - response to cues - creative writing	Assessment Recommendations Writing: Compares a form of media from the target culture with the same in the United States Makes posters for advertisements
MFL4.9-12.21	Writes a narration in past, present and future References Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *2.2 Products of Culture *3.1 Making Connections *3.2 Acquiring New Information *4.1 Language Comparisons *5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- current events - everyday life - family - fine arts - health - history - literature - religion	- grammar as needed - continuous editing as part of writing process - response to cues - creative writing	Assessment Recommendations Writing: Selects a current event, activity or future plan and writes a composition about it
MFL4.9-12.22	Develops organized summaries, compositions or reports on articles of more than one paragraph References: Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *2.2 Products of Culture *3.1 Making Connections *3.2 Acquiring New Information *4.2 Cultural Comparisons *5.1 Language Beyond School *5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- current events - everyday life - family - fine arts - health - history - literature - religion	- grammar as needed - continuous editing as part of writing process - response to cues - creative writing	Assessment Recommendations Writing: Writes extended compositions about topics in this strand

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Course	Content Standard	Topic	Concept	Notes
MFL4.9-12.23	Composes pattern poetry References Targeted Standards *1.1 Interpersonal Communication *1.3 Presentational Communication *2.2 Products of Culture *3.1 Making Connections *3.2 Acquiring New Information *4.1 Language Comparisons *5.1 Language Beyond School *5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- current events - everyday life - family - fine arts - health - history - literature - religion	- grammar as needed - continuous editing as part of writing process - response to cues - creative writing	Assessment Recommendations Writing: Composes a poem
MFL4.9-12.24	Gives instructions for completing tasks References Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *2.2 Products of Culture *3.1 Making Connections *3.2 Acquiring New Information *5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- current events - everyday life - family - fine arts - health - history - literature - religion	- grammar as needed - continuous editing as part of writing process - response to cues - creative writing	Assessment Recommendations Writing: Writes a series of steps describing, for example, how to invent or build a gadget or make a recipe

Continues acquisition of knowledge of the inter-connectedness of social, economic and political issues within the target culture as appropriate to intermediate-mid to intermediate-high levels.

Course	Content Standard	Topic	Concept	Notes
MFL4.9-12.25	Reports on and discusses forms of government and political movements of target nations. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- aspects of the arts and literature - current issues - essays - geography - government - graphs and tables - journals - news reports - politics and political issues - social issues - use of varied tenses	- oral presentation of knowledge - hypothesizing	Assessment Recommendations: Speaking: Gives an oral report. Participates in a guided debate. Writing: Prepares posters.
MFL4.9-12.26	Researches, outlines, and summarizes information from sources such as magazines, periodicals, television and the Internet to learn about issues important to the target culture. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- aspects of the arts and literature - current issues - essays - geography - government - graphs and tables - journals - news reports - politics and political issues - social issues - use of varied tenses	- oral presentation of knowledge - graphs - charts - ranking - grouping - organizing	Assessment Recommendations: Listening: Answers teacher questions about broadcasts or news reports. Speaking: Participates in group discussion. Reading: Answers questions about charts and graphs. Writing: Completes charts and graphs.

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Course	Content Standard	Topic	Concept	Notes
MFL4.9-12.27	Discusses films and videos from or about the target culture(s) to acquire and draw inferences about social, cultural and economic realities. References Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *2.2 Products of Culture *3.1 Making Connections *3.2 Acquiring New Information *4.2 Cultural Comparisons *5.1 Language Beyond School *5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- aspects of the arts and literature - current issues - essays - geography - government - graphs and tables - journals - news reports - politics and political issues - social issues - use of varied tenses	- oral presentation of knowledge	Assessment Recommendations Listening: Answers questions about broadcasts or news reports. Speaking: Participates in group discussion. Reading: Answers questions about charts and graphs. Writing: Completes charts and graphs.
MFL4.9-12.28	Learns about factors and issues that impact social, political, or economic decisions (i.e., Organization of American States, North American Free Trade Act, European Union or Union of North African Republics). References Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *2.2 Products of Culture *3.1 Making Connections *3.2 Acquiring New Information *4.2 Cultural Comparisons *5.1 Language Beyond School *5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- aspects of the arts and literature - current issues - essays - geography - government - graphs and tables - journals - news reports - politics and political issues - social issues - use of varied tenses	- oral presentation of knowledge	Assessment Recommendations Listening: Takes notes. Speaking: Gives reasons for a point of view. Reading: Outlines facts from reading passages. Writing: Writes a monologue.

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Modern Foreign Languages LEVEL V: Grade 9-12

Increases proficiency in face-to-face encounters in a variety of situations and appropriate to the intermediate-mid to intermediate-high proficiency levels.

Course	Content Standard	Topic	Concept	Notes
MFL5.9-12.1	Expresses acceptance and regret References Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *2.2 Products of Culture *3.2 Acquiring New Information *4.1 Language Comparisons *5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- automobiles - banking - celebrations - employment - general well-being/health - housing - leisure time/hobbies - self/family/home - sports - travel	- language and grammar as needed - persuasion - organization of factuals - argumentation - defense of opinion - conversation tactics - idiomatic expressions - agreeing/disagreeing - nonverbal communication, including gestures - individual/group problem-solving	Assessment Recommendations Speaking and Listening: Role plays a telephone conversation: responds to an invitation and suggests an alternative activity Reading: Reads classmates' letters of complaint and responds Writing: Writes letter of condolence based on an authentic obituary
MFL5.9-12.2	Expresses desires and expectations and convinces others References Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *2.1 Practices of Culture *2.2 Products of Culture *3.2 Acquiring New Information *4.1 Language Comparisons *5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- automobiles - banking - celebrations - employment - general well-being/health - housing - leisure time/hobbies - self/family/home - sports - travel	- language and grammar as needed - persuasion - organization of facts - argumentation - defense of opinion - conversation tactics - idiomatic expressions - agreeing/disagreeing - nonverbal communication, including gestures - individual/group problem-solving	Assessment Recommendations Listening and Speaking: Convinces parent to attend class play Reading: Reads information and designs a "dream" trip Writing: Writes to a travel office stating expectations for a trip

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Course	Content Standard	Topic	Concept	Notes
MFL5.9-12.3	Expresses fears, concerns and doubts References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.1 Language Comparisons •5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- automobiles - banking - celebrations - employment - general well-being/health - housing - leisure time/hobbies - self/family/home - sports - travel	- language and grammar as needed - persuasion - organization of facts - argumentation - defense of opinion - conversation tactics - idiomatic expressions - agreeing/disagreeing - nonverbal communication, including gestures - individual/group problem-solving	Assessment Recommendations: Listening and Speaking: Presents a lesson addressing concerns about preparing for college. Reading: Reads notes in classroom suggestion box and responds. Writing: Writes a letter expressing fears/doubts/concerns about a matter of importance.
MFL5.9-12.4	Describes a step-by-step plan or procedure. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.2 Acquiring New Information •4.1 Language Comparisons •5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- automobiles - banking - celebrations - employment - general well-being/health - housing - leisure time/hobbies - self/family/home - sports - travel	- language and grammar as needed - persuasion - organization of facts - argumentation - defense of opinion - conversation tactics - idiomatic expressions - agreeing/disagreeing - nonverbal communication, including gestures - individual/group problem-solving	Assessment Recommendations: Listening and Speaking: Explains and comprehends routine procedures (e.g., riding a bicycle, putting on makeup or building a birdhouse). Writing: Writes directions to a house for a visitor from another country.
MFL5.9-12.5	Considers and expresses options in difficult or unexpected situations and makes appropriate decisions. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.1 Language Comparisons •5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- automobiles - banking - celebrations - employment - general well-being/health - housing - leisure time/hobbies - self/family/home - sports - travel	- language and grammar as needed - persuasion - organization of facts - argumentation - defense of opinion - conversation tactics - idiomatic expressions - agreeing/disagreeing - nonverbal communication, including gestures - individual/group problem-solving	Assessment Recommendations: Listening and Speaking: Role plays a scene in an emergency room or in a police station. Writing: Writes a letter of advice to someone in trouble.

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Comprehends issues and uses extended vocabulary to react to current events and issues appropriate to the intermediate-mid to intermediate-high proficiency levels.

Course	Content Standard	Topic	Concept	Notes
MFL5.9-12.6	Compares lifestyles of adolescents in target nations to lifestyles of adolescents in the United States References Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.2 Acquiring New Information •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- biographies - discoveries - ecology - economics - history - leisure time - natural disasters - politics - social events - societal problems - uses of media	- language and grammar as needed - persuasion - organization of facts - argumentation - defense of opinion - conversation tactics - idiomatic expressions - agreeing/disagreeing - nonverbal communication, including gestures - individual/group problem-solving	Assessment Recommendations: Listening and Speaking: Role plays a situation showing a teenager's responsibilities at his or her home in the target nation. Writing: Writes an Internet penpal to inquire about issues of importance to teens.
MFL5.9-12.7	Demonstrates comprehension of the changing political map of the target nations. References Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- biographies - discoveries - ecology - economics - history - leisure time - natural disasters - politics - social events - societal problems - uses of media	- language and grammar as needed - persuasion - organization of facts - argumentation - defense of opinion - conversation tactics - idiomatic expressions - agreeing/disagreeing - nonverbal communication, including gestures - individual/group problem-solving	Assessment Recommendations: Speaking: Prepares an oral report on documents required for travel to and within the target nation. Writing: Writes an article for the class newspaper reporting on border issues of the target nation.

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Course	Content Standard	Topic	Concept	Notes
MFL5.9-12.8	Forms opinions about the influences that have shaped daily life in the target nations. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Informatio •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- biographies - discoveries - ecology - economics - history - leisure time - natural disasters - politics - social events - societal problems - uses of media	- language and grammar as needed - persuasion - organization of facts - argumentation - defense of opinion - conversation tactics - idiomatic expressions - agreeing/disagreeing - nonverbal communication, including gestures - individual/group problem-solving	Assessment Recommendations: Speaking: Explains an illustrated timeline of national history to students of a lower-level class in the target language. Writing: Uses the Internet to write a letter to a public official discussing ecological concerns.
MFL5.9-12.9	Researches important industries and/or the lives of notable late 20th century public figures from the target nations. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- biographies - discoveries - ecology - economics - history - leisure time - natural disasters - politics - social events - societal problems - uses of media	- language and grammar as needed - persuasion - organization of facts - argumentation - defense of opinion - conversation tactics - idiomatic expressions - agreeing/disagreeing - nonverbal communication, including gestures - individual/group problem-solving	Assessment Recommendations: Speaking: Reports on women's role in the labor force of a target nation. Writing: Writes a short biography of a notable public figure. Creates a video, a web site or a slide presentation to explain the importance of foreign language study around the world.

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Writes effectively in different modes of discourse using process writing appropriate to the intermediate-mid to intermediate-high proficiency levels.

Course	Content Standard	Topic	Concept	Notes
MFL5.9-12.10	Writes business and social letters References: Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *2.2 Products of Culture *3.1 Making Connections *3.2 Acquiring New Information *4.1 Language Comparisons *4.2 Cultural Comparisons *5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- correspondence - creative writing - narrative writing - persuasive writing	- language and grammar as needed - persuasion - organization of facts - argumentation - defense of opinion - conversation tactics - idiomatic expressions - agreeing/disagreeing - nonverbal communication, including gestures - individual/group problem-solving	Assessment Recommendations: Writing: Writes a fax or letter requesting accommodations for planned travel. Writes a thank-you note. Writes a cover letter to accompany a resumé.
MFL5.9-12.11	Writes a resumé References: Targeted Standards *1.1 Interpersonal Communication *1.2 Interpretative Communication *1.3 Presentational Communication *2.1 Practices of Culture *2.2 Products of Culture *3.1 Making Connections *3.2 Acquiring New Information *4.2 Cultural Comparisons *5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- correspondence - creative writing - narrative writing - persuasive writing	- language and grammar as needed - persuasion - organization of facts - argumentation - defense of opinion - conversation tactics - idiomatic expressions - agreeing/disagreeing - nonverbal communication, including gestures - individual/group problem-solving	Assessment Recommendations: Writing: Adapts resumé to variety of employment positions. Reading: Reads classmates' resumés and matches students to jobs available.

Course	Content Standard	Topic	Concept	Notes
MFL5.9-12.12	Writes letters of presentation for college application. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.1 Language Comparisons •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- correspondence - creative writing - narrative writing - persuasive writing	- language and grammar as needed - persuasion - organization of facts - argumentation - defense of opinion - conversation tactics - idiomatic expressions - agreeing/disagreeing - nonverbal communication, including gestures - individual/group problem-solving	Assessment Recommendations: Writing: Writes a letter to a university in a target nation. Writes a letter to a university in the United States. Reading: Edits classmate's letter of application.
MFL5.9-12.13	Produces creative and persuasive writing. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.1 Language Comparisons •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- correspondence - creative writing - narrative writing - persuasive writing	- language and grammar as needed - persuasion - organization of facts - argumentation - defense of opinion - conversation tactics - idiomatic expressions - agreeing/disagreeing - nonverbal communication, including gestures - individual/group problem-solving	Assessment Recommendations: Writing: Writes an advertisement encouraging exchange students to come to his/her high school. Writes an advertisement on the web about his/her hometown. Writes a scene in imitation of a famous drama of the target culture.
MFL5.9-12.14	Writes a short story in the style of a 20th century author. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.2 Cultural Comparisons •5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- correspondence - creative writing - narrative writing - persuasive writing	- language and grammar as needed - persuasion - organization of facts - argumentation - defense of opinion - conversation tactics - idiomatic expressions - agreeing/disagreeing - nonverbal communication, including gestures - individual/group problem-solving	Assessment Recommendations: Writing: Selects a single character from assigned readings and writes a prose story in that person's voice.

Course	Content Standard	Topic	Concept	Notes
MFL5.9-12.15	Researches information for a news article References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.2 Cultural Comparisons •5.1 Language Beyond School See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- correspondence - creative writing - narrative writing - persuasive writing	- language and grammar as needed - persuasion - organization of facts - argumentation - defense of opinion - conversation tactics - idiomatic expressions - agreeing/disagreeing - nonverbal communication, including gestures - individual/group problem-solving	Assessment Recommendations: Writing: Surveys classmates about desired careers and writes an article explaining what changes need to be made in the high school for students' goals to be achieved. Interviews native speakers and writes articles about them.

Reads and discusses twentieth-century literary selections appropriate to the intermediate-mid to intermediate-high proficiency levels.

MFL5.9-12.16	Summarizes plot of a literary work. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.1 Language Comparisons •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction	- character analysis - contemporary people - cultural influences - genres - history - social issues	- language and grammar as needed - persuasion - organization of facts - argumentation - defense of opinion - conversation tactics - idiomatic expressions - agreeing/disagreeing - nonverbal communication, including gestures - individual/group problem-solving	Assessment Recommendations: Speaking: Draws up lists of other works of literature with similar plots and reports on their similarities. Reports orally to the class and answers questions about plots. Teaches a poem. Reading: Reads classmates' plot summaries and makes suggestions. Explains parts with which student agrees or disagrees. Listening: Attends a play or film in the target language and reports to class. Listens to plot summaries and identifies original work. Plays game "name that plot." Writing: Writes plot summaries.

Course	Content Standard	Topic	Concept	Notes
MFL5.9-12.17	Creates a piece of art in reaction to a selection studied. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.1 Language Comparisons •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- character analysis - contemporary people - cultural influences - genres - history - social issues	- language and grammar as needed - persuasion - organization of facts - argumentation - defense of opinion - conversation tactics - idiomatic expressions - agreeing/disagreeing - nonverbal communication, including gestures - individual/group problem-solving	Assessment Recommendations Speaking: Presents an original scene or poem. Presents a selection as Readers' Theater. Presents a memorized dramatic excerpt. Sings a song. Explains a painting or collage created as a reaction to a selection. Reading: Reads classmates' original poems or short stories and makes suggestions. Writing: Writes a song.
MFL5.9-12.18	Creates or reproduces a monologue of a character from a selected work. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.1 Language Comparisons •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- character analysis - contemporary people - cultural influences - genres - history - social issues	- language and grammar as needed - persuasion - organization of facts - argumentation - defense of opinion - conversation tactics - idiomatic expressions - agreeing/disagreeing - nonverbal communication, including gestures - individual/group problem-solving	Assessment Recommendations Reading: Reads a poem concerning a political/social issue and writes a speech in the voice of a character represented or implied. Speaking: Writes a monologue to represent one aspect of a literary figure's character and presents to class. Delivers memorized material. Makes a video presentation that includes a monologue.

Course	Content Standard	Topic	Concept	Notes
MFL5.9-12.19	Compares a theme developed in a selected work in the target language with a theme in the work of a U.S. author in English. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.1 Language Comparisons •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- character analysis - contemporary people - cultural influences - genres - history - social issues	- language and grammar as needed - persuasion - organization of facts - argumentation - defense of opinion - conversation tactics - idiomatic expressions - agreeing/disagreeing - nonverbal communication, including gestures - individual/group problem-solving	Assessment Recommendations: Reading and Writing: Keeps a poetry scrapbook in which poems in the target language are paralleled with poems in English.
MFL5.9-12.20	Gives examples of how thoughts and ideas expressed in another language may be lost in the translation process. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.1 Language Comparisons •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- character analysis - contemporary people - cultural influences - genres - history - social issues	- language and grammar as needed - persuasion - organization of facts - argumentation - defense of opinion - conversation tactics - idiomatic expressions - agreeing/disagreeing - nonverbal communication, including gestures - individual/group problem-solving	Assessment Recommendations: Reading: Compares advertisements and recognizes the impact of idiomatic expressions. Compares rock and rap songs in the target language with those in English. Writing: Translates selections and hones the English. Creates a bilingual website on which members in the community can place their resumes.

Compares twentieth-century visual art, music, and drama of the target countries with that of the United States and appropriate to the intermediate-mid to intermediate-high proficiency levels.

Course	Content Standard	Topic	Concept	Notes
MFL5.9-12.21	Writes a critique of a piece of art or music of the target culture. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.1 Language Comparisons •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- architecture - artists - composers - crafts - drawings - films - murals - musical instruments - paintings - sculpture - songs - theater	- language and grammar as needed - persuasion - organization of facts - argumentation - defense of opinion - conversation tactics - idiomatic expressions - agreeing/disagreeing - nonverbal communication, including gestures - individual/group problem-solving	Assessment Recommendations: Speaking: Reports to the class on a favorite piece of art or music. Writing: Writes to an artist from the target culture and explains feelings about his/her art. Creates a website about a favorite artist.
MFL5.9-12.22	Compares some 20th century art and music of the target nation with some from the United States. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.1 Language Comparisons •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- architecture - artists - composers - crafts - drawings - films - murals - musical instruments - paintings - sculpture - songs - theater	- language and grammar as needed - persuasion - organization of facts - argumentation - defense of opinion - conversation tactics - idiomatic expressions - agreeing/disagreeing - nonverbal communication, including gestures - individual/group problem-solving	Assessment Recommendations: Speaking: Contrasts the world of an artist from the target nation with that of a U.S. artist. Writing: Creates a list of artists from the target nations and from the United States, and categorizes them and their works by genre, theme and style. Plans a cultural fair in which classmates perform the dance and music of the target nation.

Course	Content Standard	Topic	Concept	Notes
MFL5.9-12.23	Reads current musical reviews and presents a report about them References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.1 Language Comparisons •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- architecture - artists - composers - crafts - drawings - films - murals - musical instruments - paintings - sculpture - songs - theater	- language and grammar as needed - persuasion - organization of facts - argumentation - defense of opinion - conversation tactics - idiomatic expressions - agreeing/disagreeing - nonverbal communication, including gestures - individual/group problem-solving	Assessment Recommendations: Speaking: Reports to the class on music in films of the target language. Role-plays a music critic and, after reading reviews, makes presentation to the class. Teaches a new song to the class. Writing: Writes a short article on the influence of musical traditions of the target countries on the music in the United States. Writes a short article on how U.S. music has affected the artistic production of target nations. Designs an album cover for a group influenced by the music in the target nation.
MFL5.9-12.24	Selects favorite pieces of art or music and explains them. References: Targeted Standards •1.1 Interpersonal Communication •1.2 Interpretative Communication •1.3 Presentational Communication •2.1 Practices of Culture •2.2 Products of Culture •3.1 Making Connections •3.2 Acquiring New Information •4.1 Language Comparisons •4.2 Cultural Comparisons •5.1 Language Beyond School •5.2 Lifelong Learning See STANDARDS IN FOREIGN LANGUAGE LEARNING in the Introduction.	- architecture - artists - composers - crafts - drawings - films - murals - musical instruments - paintings - sculpture - songs - theater	- language and grammar as needed - persuasion - organization of facts - argumentation - defense of opinion - conversation tactics - idiomatic expressions - agreeing/disagreeing - nonverbal communication, including gestures - individual/group problem-solving	Assessment Recommendations: Speaking: Gives an oral presentation on a film or a theatrical work. Explains a piece of art he/she has created in reaction to an original from the target nation. Plays a song or other composition and explains the music. Explains thematic aspects of visual art of the target nation to a lower-level class in the target language.

Introduction to Foreign Languages
Quality Core Curriculum
Latin Framework

Unlike the modern foreign language approach, Latin study emphasizes reading comprehension rather than oral and written competency. The Latin proficiencies of reading, writing, listening, and speaking may be defined as follows:

Reading: Since Latin is a nonconversational language, the greatest emphasis is placed on the student's ability to comprehend the written word. As students progress from beginning to advanced study, they must consistently increase their ability to read Latin texts. Most reading texts in the first and second levels are adapted or edited passages, but sententiae, mottoes, phrases, inscriptions, graffiti, light verse, and epigraphy may still be introduced.

Writing: Writing proficiently helps students develop their reading skills. In the early stages of learning Latin writing simple sentences increases comprehension of a highly inflected language and thus hones skills in processing these 'signals' for reading and understanding Latin passages. As students progress through the study of Latin, the emphasis on writing decreases. Students will not be expected to write extended passages in Latin at the conclusion of their Latin studies. However, in advanced Latin studies, students analyze and evaluate writing styles of the authors they study.

Listening: Listening is an important skill because Latin literature was written to be read aloud. Some teachers find simple conversational Latin to be a helpful tool in developing listening and pronunciation skills. Students should be able to comprehend simple utterances in Latin and respond appropriately.

Speaking: Students should be able to read aloud, answer simple questions, respond to visual stimuli, and read in meter (at advanced levels).

In addition to these four basic skills, Latin study emphasizes cultural understanding and English language skills.

Cultural Understanding: An understanding of Roman culture and history increases student insights into Latin reading selections. Students also gain the ability to evaluate the Roman influence on other civilizations.

English Language Skills: The acquisition of linguistic forms and vocabulary is a progressive development through which students perceive Latin's influence upon the English language structure and vocabulary. Through the acquisition of Latin vocabulary, students are introduced to word development, derivatives, and word study in English. Through the acquisition of Latin reading skills, students develop the skills of critical thinking and analytical reading for English.

Advanced Latin:

The selection of materials for the advanced levels of Latin will vary with the number of levels offered. In some instances, advanced levels are combined and students progress through a survey of Latin literary works and authors in the third, fourth, and fifth years of Latin studies. The variety of authors in Latin prose and poetry need not be limited to Caesar, Cicero, Vergil, Horace, Catullus, and Ovid. Advanced levels of Latin study may also include works by authors such as Aulus Gellius, Juvenal, Livy, Martial, Cornelius Nepos, Plautus, Sallust, Pliny, et al., as well as authors from later Latin.

The length of time devoted to one author's work(s) may vary. For example, if the study of the AENEID is undertaken as an Advanced Placement course, the entire year should be devoted to studying the AENEID. In other instances, only one or two quarters (or one semester) might be devoted to the study of this text. If only one level of advanced Latin is available, then a survey of notable Roman authors and their works could be the approach. For this reason, only basic requirements have been set for the advanced Latin selections. If the entire year is to be devoted to one or two authors, then a more in-depth study and inclusion of more works or a complete work of the selected author(s) is recommended.

A review of linguistic forms should be included either as separate units of study or as an ongoing process with each reading assignment. Linguistic forms that were not previously covered in first and second levels that may be peculiar to certain authors' styles need to be addressed. Reading proficiency is the main goal for advanced levels, however, and emphasis on linguistic forms should not exceed the emphasis on reading proficiency.

Foreign Language LATIN LEVEL I: Grade 9-12

Reads aloud short Latin passages using acceptable pronunciation.

Course	Content Standard	Topic	Concept	Notes
FLL1.9-12.1	Discriminates among and imitates Latin vowel sounds, consonant sounds, diphthong sounds, stressed and unstressed syllables, and the phrasing of continuous Latin passages.	Pronunciation	Reading passages appropriate to Level I, such as those found in Level I texts.	Skills: Pronunciation Oral Reading Listening Assessment Recommendations: Reads with accurate pronunciation, phrasing, and expression.
FLL1.9-12.2	Reads orally simple Latin passages compatible with Level I texts.	Comprehension	Reading passages appropriate to Level I, such as those found in Level I texts.	Skills: Reading Comprehension Assessment Recommendations: Provides complete literal or interpretive English translations. Summarizes a passage in English. Answers questions about a reading passage.

Course	Content Standard	Topic	Concept	Notes
Reads Latin with comprehension.				
FLL1.9-12.3	Answers questions about the content of Latin passage	Reading passages appropriate to Level I, such as those found in Level I texts	- Subject/verb agreement - First, second, third declension nouns and adjectives - Inflection - Present, imperfect, future, and perfect indicative active and passive (some texts may delay passive until second year) of first, second, and third conjugation verbs - Present imperatives, positive and negative - Present active infinitives - All indicative forms of verb 'to be' - Personal pronouns - Possessive adjectives - Demonstrative pronouns - Interrogative and relative pronouns - Adjective agreement - Positive degree of adverbs formed from first and second declension adjectives - Cardinals and ordinals (1-20 +100)	Skills: Reading Comprehension Translating Critical Thinking Analysis, Synthesis Assessment Recommendations: Provides complete literal or interpretive English translations Summarizes a passage in English Answers questions about a reading passage

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Course	Content Standard	Topic	Concept	Notes
FLL1.9-12.4	Expresses an accurate English interpretation of simple translation passages.	Reading passages appropriate to Level I	- Subject/verb agreement - First, second, third declension nouns and adjectives - Inflection - Present, imperfect, future, and perfect indicative active and passive (some texts may delay passive until second year) of first, second, and third conjugation verbs - Present imperatives, positive and negative - Present active infinitives - All indicative forms of verb "to be" - Personal pronouns - Possessive adjectives - Demonstrative pronouns - Interrogative and relative pronouns - Adjective agreement - Positive degree of adverbs formed from first and second declension adjectives - Cardinals and ordinals (1-20 +100)	Skills: Reading Comprehension Translating Critical Thinking Analysis, Synthesis Assessment Recommendations Provides complete literal or interpretive English translations. Summarizes a passage in English. Answers questions about a reading passage.

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Writes in Latin.

Course	Content Standard	Topic	Concept	Notes
FLL1.9-12.5	Writes familiar words, phrases and sentences with correct spelling and manipulates simple and familiar patterns	Basic framework of a Latin sentence and reading selections appropriate to Level I	- Subject/verb agreement - First, second, third declension nouns and adjectives - Inflection - Present, imperfect, future, and perfect indicative active and passive (some texts may delay passive until second year) of first, second, and third conjugation verbs - Present imperatives, positive and negative - Present active infinitives - All indicative forms of verb "to be" - Personal pronouns - Possessive adjectives - Demonstrative pronouns - Interrogative and relative pronouns - Adjective agreement - Positive degree of adverbs formed from first and second declension adjectives - Cardinals and ordinals (1-20 +100)	Skills: Writing Spelling Assessment Recommendations: Writes expressions for cards, cartoons, etc. Writes Latin creatively e.g., designing a personal "story" book, rewriting simple children's stories in Latin, etc. Recombines Latin sentences. Takes dictation

Shows an understanding of the influence of the ancient Roman civilization upon other civilizations.

Course	Content Standard	Topic	Concept	Notes
FLL1.9-12.6	Identifies important towns and cities and topographical features of Italy.	Geography Examples are - Apennines and Mt. Vesuvius - Po and Tiber rivers - Latium, Etruria, Rome, Cumae, Campania, Brundisium, Ostia, Capua, Tarquinia	Location Characteristics Historical significance	Skills: Map Reading Analytical and Critical Thinking Assessment Recommendations: Completes blank maps with specified information. Does map projects

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Course	Content Standard	Topic	Concept	Notes
FLL1.9-12.7	Identifies and discusses the major Roman deities and their Greek counterparts plus associated myths.	Mythology	Ancient explanations of the world and life	Skills. Speaking. Writing. Assessment Recommendations. Answers multiple-choice questions. Answers true/false statements. Keeps a notebook. Gives written and oral reports. Completes projects. Presents demonstrations. Participates in debates. Plays roles. Makes displays. Fashions handicrafts. Writes creatively. Plays musical instruments. Sings. Composes and sings song(s) about myths and mythical characters
FLL1.9-12.8	Identifies and analyzes aspects of Roman family life and customs, religious practices, education, architecture, entertainment habits and, where appropriate, the contributions to other civilizations.	Roman Daily Life	- Paterfamilias - Praenomen/nomen/cognomen - Toga, tunica, palla and stola - Bulla - Domus, insula and villa - Forum - Patrician, plebs - Pontifex Maximus, augurs, Vestals, Lares and Penates, numen - Doric, Ionic, Corinthian, arch, dome, roads, aqueduct, Colosseum and Circus Maximus - Paedagogus and manumission - Cena	Skills. Critical Thinking Analysis Comparison Evaluation Assessment Recommendations. Answers multiple-choice questions. Answers true/false statements. Keeps a notebook. Gives written and oral reports. Completes projects. Presents demonstrations. Participates in debates. Plays roles. Makes displays. Fashions handicrafts. Writes creatively. Plays musical instruments. Sings.

Shows knowledge of the influence of the Latin language on English.

Course	Content Standard	Topic	Concept	Notes
FLL1.9-12.9	Uses knowledge of Latin word elements to determine the meaning of unfamiliar English words.	Vocabulary Development	Suffixes, prefixes, base/root/stem	Skills: Reading Writing Critical Thinking Analysis, Synthesis and Evaluation Assessment Recommendations: Keeps a derivative notebook Makes derivative charts/posters Recognizes the meaning of Latinate words. Learns a derivative of the day or week
FLL1.9-12.10	Recognizes the meaning of Latin mottoes, quotations and abbreviations commonly used in English	Vocabulary Development	Mottoes, quotations and abbreviations	Skills: Reading Writing Critical Thinking Analysis , Synthesis Assessment Recommendations: Keeps a notebook of mottoes, quotations and abbreviations Identifies mottoes, quotations and abbreviations.

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Foreign Language LATIN LEVEL II: Grade 9-12

Reads Latin with comprehension.

Course	Content Standard	Topic	Concept	Notes
FLL2.9-12.1	Demonstrates comprehension of reading passages of longer word sequences and more complex structures through paraphrasing, summarizing and answering questions	Grammatical analysis and reading selections appropriate to Level II	- Reviews Level I linguistic forms - New forms: - Fourth and fifth declension nouns - Positive adverbs formed from third declension adjectives - Comparative and superlative degrees of adjectives and adverbs - Pluperfect and future perfect active and passive indicative tenses - Infinitives: all tenses, active and passive - Indirect statement - Participles - Gerund/gerundive - Active and passive periphrastics - Irregular verbs: eo, fero, volo, nolo, malo and possum - Deponent and semi-deponent verbs - Irregular noun: vis - Subjunctive forms and uses	Skills: Reading Critical Thinking Analysis, Synthesis Assessment Recommendations: Provides complete literal or interpretative English translations Summarizes a passage in English Answers questions about a reading passage

Course	Content Standard	Topic	Concept	Notes
FLL2.9-12.2	Expresses an accurate interpretation of Latin translation passages.	Grammatical analysis and reading selections appropriate to Level II	-Re-entry of Level I linguistic forms - New forms: - Fourth and fifth declension nouns - Positive adverbs formed from third declension adjectives - Comparative and superlative degrees of adjectives and adverbs - Pluperfect and future perfect active and passive indicative tenses -Infinitives: all tenses, active and passive - Indirect statement - Participles - Gerund/gerundive - Active and passive periphrastics - Irregular verbs: eo, fero, volo, nolo, malo and possum - Deponent and semi-deponent verbs - Irregular noun: vis - Subjunctive forms and uses	Skills: Reading Critical Thinking Analysis , Synthesis Assessment Recommendations: Provides complete literal or interpretive English translations. Summarizes a passage in English. Answers questions about a reading passage.
FLL2.9-12.3	Understands the basic cultural and historical contexts of the Latin selections.	Grammatical analysis and reading selections appropriate to Level II	-Re-entry of Level I linguistic forms - New forms: - Fourth and fifth declension nouns - Positive adverbs formed from third declension adjectives - Comparative and superlative degrees of adjectives and adverbs - Pluperfect and future perfect active and passive indicative tenses - Infinitives: all tenses, active and passive - Indirect statement - Participles - Gerund/gerundive - Active and passive periphrastics - Irregular verbs: eo, fero, volo, nolo, malo and possum - Deponent and semi-deponent verbs - Irregular noun: vis - Subjunctive forms and uses	Skills: Reading Critical Thinking Analysis , Synthesis Assessment Recommendations: Provides complete literal or interpretive English translations. Summarizes a passage in English. Answers questions about a reading passage.

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Shows an understanding and makes critical assessment of the contributions of Roman culture and history to other civilizations.a W.

Course	Content Standard	Topic	Concept	Notes
FLL2.9-12.4	Locates places of Roman influence from the late Republic through A.D. 138	Geography in Roman times Mediterranean Sea, Mt. Vesuvius Britain, Asia Minor, Africa, Carthage, Egypt, Greece, Gaul, Germany, Helvetia, Macedonia, Pontus, Spain and Sicily	- Location - Historical significance	Skills Map Reading Assessment Recommendations Completes blank maps with specified information Makes map projects
FLL2.9-12.5	Identifies aspects of Roman culture associated with government, the military, family life and customs, religious practices, education, architecture, entertainment habits and, where appropriate, their contributions to other civilizations	Political System of Rome	- Government terms such as cursus honorum, republic, etc - Military terms such as dux, imperator, etc - Re-entry of Level I daily life topics	Skills Critical Thinking Analysis , Synthesis Assessment Recommendations Answers multiple-choice questions Answers true/false statements Keeps a notebook Gives written and oral reports Completes projects Presents demonstrations Participates in debates Plays roles Makes displays Fashions handicrafts Writes creatively Plays musical instruments
FLL2.9-12.6	Recognizes the impact of important historical events and personalities associated with the founding of Rome through the reign of Hadrian	Historical Events and Personalities	- Wars: Samnite, Punic, Jugurthine and Macedonian - Notable personalities such as Tiberius and Gaius Gracchus, Marius and Sulla, Spartacus, Cicero, Augustus (Battle of Actium), Julio-Claudian and Flavian emperors, Trajan and Hadrian - First and Second Triumvirate - Historical events and personalities	Skills: Critical Thinking Analysis Assessment Recommendations Answers multiple-choice questions Answers true/false statements Keeps a notebook Gives written and oral reports Completes projects Presents demonstrations Participates in debates Plays roles Makes displays Fashions handicrafts Writes creatively Plays musical instruments Composes and sings song

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Course	Content Standard	Topic	Concept	Notes
FLL2.9-12.7	Identifies major figures from Roman and Greek myths and legends	Hercules and Jason Myths (Other myths may be substituted if text does not provide passages about Hercules and Jason.)	Explanation of the Roman world	Skills: Listening Reading Critical Thinking Analysis, Synthesis Assessment Recommendations: Answers multiple-choice questions. Answers true/false statements. Keeps a notebook. Gives written and oral reports. Completes projects. Presents demonstrations. Participates in debates. Plays roles. Makes displays. Fashions handicrafts. Writes creatively. Plays musical instruments. Composes and sings song(s) about myths and mythical characters.

Shows knowledge of the influence of the Latin language on English.

Course	Content Standard	Topic	Concept	Notes
FLL2.9-12.8	Continues development of English vocabulary through learning derivatives associated with Latin words in Level II reading selections	Vocabulary Development	- Prefixes, suffixes, base/root/stem - Derivatives from Level I	Skills: Reading Writing Critical Thinking Analysis, Synthesis Assessment Recommendations: Keeps a derivative notebook. Makes derivative charts/posters. Recognizes the meaning of Latinate words. Learns a derivative of the day or week. Recognizes and shares derivatives found in other content courses and leisure reading.

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Course	Content Standard	Topic	Concept	Notes
FLL2.9-12.9	Recognizes the meaning of Latin mottoes, quotations and abbreviations commonly used in English	Vocabulary Development	Mottoes, quotations and abbreviations	Skills Reading Writing Critical Thinking Analysis, Synthesis Assessment Recommendations Keeps a notebook of mottoes, quotations and abbreviations. Identifies mottoes, quotations and abbreviations.

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Foreign Language LATIN LEVEL III/IV/V (Advanced): Grade 9-12

Reads selections from the works of Catullus.

Course	Content Standard	Topic	Concept	Notes
FLL3-5Ca.9-12.1	Translates poems of Catullus Note After Level II, students customarily read original works by Latin authors The works of the authors may be selected in any order for courses designated at the third, fourth, and fifth year levels	Selected Passages from Catullus	- Re-entry of linguistic forms from previous Latin study - New forms: additional uses of the infinitive, syncopated verb forms, future imperatives, alternate case forms and diminutive forms	Skills Reading Critical Thinking Analysis, Synthesis, Evaluation Assessment Recommendations Provides complete literal or interpretative English translations Summarizes a passage in English Answers questions about a reading passage
FLL3-5Ca.9-12.2	Shows comprehension of the writings of Catullus, with vocabulary assistance, by answering content questions	Selected passages from Catullus and analysis of writing	- Re-entry of linguistic forms from previous Latin study - New forms: additional uses of the infinitive, syncopated verb forms, future imperatives, alternate case forms and diminutive forms	Skills Reading Critical Thinking Analysis, Synthesis, Evaluation Assessment Recommendations Provides complete literal or interpretive English translations Summarizes a passage in English Answers questions about a reading passage

Identifies the political, social and economic characteristics of Rome in the time of Catullus as exemplified in his writings.

FLL3-5Ca.9-12.3	Identifies major historical events, personalities and social conventions of the late republic	Characteristics of Rome in Catullus' Time	The late republic	Skills: Critical Thinking Analysis Assessment Recommendations: Answers multiple-choice questions. Keeps a notebook. Gives written and oral reports. Completes projects. Presents demonstrations. Plays roles. Makes displays. Writes creatively.

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Course	Content Standard	Topic	Concept	Notes
FLL3-5Ca.9-12.4	Describes the major events in the life of Catullus	Characteristics of Rome in the Late Republic	The Roman republic as seen by Catullus	Skills: Critical Thinking Analysis Assessment Recommendations: Answers multiple-choice questions. Keeps a notebook. Gives written and oral reports. Completes projects. Presents demonstrations. Plays roles. Makes displays. Writes creatively.
FLL3-5Ca.9-12.5	Understands the basic cultural and historical contexts of the Latin selections	Characteristics of Rome in the Time of Catullus	The Roman republic as seen by Catullus	Skills: Critical Thinking Analysis Assessment Recommendations: Answers multiple-choice questions. Keeps a notebook. Gives written and oral reports. Completes projects. Presents demonstrations. Plays roles. Makes displays. Writes creatively.

Shows knowledge of the influence of the Latin language on English.

Course	Content Standard	Topic	Concept	Notes
FLL3-5Ca.9-12.6	Recognizes familiar phrases and quotations from the works of Catullus.	Latin Influence on English	- Ave atque vale - Vivamus, mea Lesbia, atque amemus - Odi et amo	Skills: Critical Thinking Analysis Assessment Recommendations: Keeps a derivative or quotation notebook. Learns a derivative or quotation of the day or week.
FLL3-5Ca.9-12.7	Identifies the meaning of English words derived from frequently used Latin words in the works of Catullus.	Selected Passages from Catullus	Prefixes, suffixes base/root/stem	Skills: Critical Thinking Analysis Assessment Recommendations: Recognizes the meaning of Latinate words.

Identifies characteristics of lyric poetry as exemplified in the works of Catullus.

Course	Content Standard	Topic	Concept	Notes
FLL3-5Ca.9-12.8	Lists the characteristics of lyric poetry found in the writings of Catullus	Characteristics of Lyric Poetry	Lyric poetry, elegy, metaphor, personification, simile, imagery, litotes, asyndeton, allegory, alliteration, and anaphora	Skills Reading Critical Thinking Analysis Assessment Recommendations Identifies characteristics of lyric poetry in the works of Catullus Keeps a notebook
FLL3-5Ca.9-12.9	Recognizes poetic devices employed by Catullus	Characteristics of Lyric Poetry	Lyric poetry, elegy, metaphor, personification, simile, imagery, litotes, asyndeton, allegory, alliteration, and anaphora	Skills Reading Critical Thinking Analysis, Synthesis, Evaluation Assessment Recommendations Identifies poetic devices Keeps a notebook

Scans lines written in lyric meters.

Course	Content Standard	Topic	Concept	Notes
FLL3-5Ca.9-12.10	Scans lines of poetry written in hendecasyllabic, given the pattern	Scansion	Elision	Skills Critical Thinking Analysis Assessment Recommendations Demonstrates knowledge of the structure of lyric poetry.
FLL3-5Ca.9-12.11	Reads aloud in meter the poems of Catullus	Scansion	Elision	Skills Speaking Reading Listening Assessment Recommendations Gives oral readings with expression Presents a dramatic recitation

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Reads selections from the works of Cicero.

Course	Content Standard	Topic	Concept	Notes
FLL3-5Ci.9-12.12	Translates passages with vocabulary assistance from Cicero's works such as First Catilinarian Oration, Pro Caelio and selected letters Note: After Level II, students customarily read original works by Latin authors. The works of the authors may be selected in any order for courses designated at the third, fourth, and fifth year levels	Selected Passages from Cicero	- Re-entry of linguistic forms from previous Latin study - New forms: supine, syncopated verb forms, future imperatives and alternate case forms	Skills: Reading Critical Thinking Analysis, Synthesis, Evaluation Assessment Recommendations: Provides complete oral or interpretive English translations Summarizes a passage in English Answers questions about a reading passage
FLL3-5Ci.9-12.13	Shows comprehension of passages from Cicero's works with vocabulary assistance by answering content questions	Translation of selected passages and analysis of writing	- Re-entry of linguistic forms from previous Latin study - New forms: supine, syncopated verb forms, future imperatives and alternate case forms	Skills: Reading Critical Thinking Analysis, Synthesis, Evaluation Assessment Recommendations: Provides complete oral or interpretative English translations Summarizes a passage in English Answers questions about a reading passage

Identifies the political, social and economic characteristics of Rome in the time of Cicero as exemplified in his writings.

Course	Content Standard	Topic	Concept	Notes
FLL3-5Ci.9-12.14	Identifies and discusses events, personalities and social conventions of the Ciceronian Age	Characteristics of Rome in Cicero's Time	- Proscriptions - Catiline, Clodia, Clodius, Caelius, Catullus and Cicero - Curia, Mamertine prison, Temple of Jupiter Stator and rostrum - Cursus honorum	Skills: Critical thinking Analysis Assessment Recommendations: Answers multiple-choice questions Keeps a notebook Gives written and oral reports Completes projects Presents demonstrations Participates in debates Plays roles Makes displays Writes creatively

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Course	Content Standard	Topic	Concept	Notes
FLL3-5Ci.9-12.15	Describes the major events in the life of Cicero and his role in Roman government	Characteristics of Rome in Cicero's time	- Proscriptions - Catiline, Clodia, Clodius, Caelius, Catullus, "Cicero" - Terentia, Tullia, Quintus, Atticus, Antony, Pompey and Caesar - Curia, Mamertine prison, Temple of Jupiter Stator and rostrum - Cursus honorum - Novus homo	Skills: Critical Thinking Analysis Assessment Recommendations: Answers multiple-choice questions Keeps a notebook Gives written and oral reports Completes projects Presents demonstrations Participates in debates Plays roles Makes displays Writes creatively
FLL3-5Ci.9-12.16	Understands the basic cultural and historical contexts of the Latin selections	Characteristics of Rome in Cicero's Time	- Proscriptions - Catiline, Clodia, Clodius, Caelius, Catullus and Cicero - Curia, Mamertine prison, Temple of Jupiter Stator and rostrum - Cursus honorum - Novus homo - Citizenship	Skills: Critical Thinking Analysis, Synthesis Assessment Recommendations: Answers multiple-choice questions Keeps a notebook Gives written and oral reports Completes projects Presents demonstrations Participates in debates Plays roles Makes displays Writes creatively

Shows knowledge of the influence of the Latin language on English.

FLL3-5Ci.9-12.17	Recognizes familiar quotations from Cicero	Latin Influence on English Examples: - Fortuna caeca est - Vera amicitia est inter bonos - Virtus praemium est optimum - Omnia praeclara rara - O tempora! O mores!	- Idiomatic expressions - Notable sayings	Skills: Critical Thinking Analysis Assessment Recommendations: Keeps a derivative or quotation notebook Learns a derivative or quotation of day or week Applies quotations to current situations

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Course	Content Standard	Topic	Concept	Notes
FLL3-5Ci.9-12.18	Identifies the meaning of English words derived from frequently used Latin words in Cicero's works.	Selected Passages from Cicero	Suffixes, prefixes base/root/stem	Skills: Critical Thinking Analysis Assessment Recommendations Recognizes the meaning of Latinate words.

Identifies characteristics of Cicero's style of writing.

FLL3-5Ci.9-12.19	Identifies the characteristics of the literary genre reflected in Cicero's writings.	Characteristics of Cicero's Style	Praeteritio, climax, irony, anaphora and litotes	Skills: Reading Analysis Assessment Recommendations: Identifies genre characteristics. Keeps a notebook. Participates in a debate and/or speech presentation.
FLL3-5Ci.9-12.20	Recognizes figures of speech and oratorical devices in Cicero's writings.	Characteristics of Cicero's Style	Praeteritio, climax, irony, anaphora and litotes	Skills: Reading Critical Thinking Analysis Assessment Recommendations: Identifies literary figures and devices. Keeps a notebook. Participates in a debate. Gives a speech in Cicero's style

Reads selections from the works of Horace.

FLL3-5H.9-12.21	Translates poems of Horace Note: After Level II, students customarily read original works by Latin authors. The works of the authors may be selected in any order for courses designated at the third, fourth, and fifth year levels.	Selected Passages from Horace	- Re-entry of linguistic forms from previous Latin study - New forms: additional uses of the infinitive, syncopated verb forms, future imperatives, alternate case forms and diminutive forms	Skills Reading Critical Thinking Analysis, Synthesis, Evaluation Assessment Recommendations: Provides complete literal or interpretative English translations. Summarizes a passage in English. Answers questions about a reading passage

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Course	Content Standard	Topic	Concept	Notes
FLL3-5H.9-12.22	Shows comprehension of the writings of Horace with vocabulary assistance by answering questions	Selected passages from Horace and analysis of writing	-Re-entry of linguistic forms from previous Latin study - New forms: additional uses of the infinitive, syncopated verb forms, future imperatives, alternate case forms and diminutive forms	Skills: Reading Critical Thinking Analysis, Synthesis, Evaluation Assessment Recommendations: Provides complete literal or interpretive English translations. Summarizes a passage in English. Answers questions about a reading passage.

Identifies the political, social and economic characteristics of Rome in the time of Horace as exemplified in his writings.

Course	Content Standard	Topic	Concept	Notes
FLL3-5H.9-12.23	Identifies major historical events, personalities and social conventions of the late republic through early empire	Characteristics of Rome in the Time of Horace	Age of Caesar, Age of Augustus, life of Horace and patronage	Skills: Critical Thinking Analysis Assessment Recommendations: Answers multiple-choice questions. Keeps a notebook. Gives written and oral reports. Completes projects. Presents demonstrations. Plays roles. Makes displays. Writes creatively.
FLL3-5H.9-12.24	Describes the major events in the life of Horace.	Characteristics of Rome in Horace's Time	Age of Caesar, Age of Augustus, life of Horace and patronage	Skills: Critical Thinking Analysis Assessment Recommendations: Answers multiple-choice questions. Keeps a notebook. Gives written and oral reports. Completes projects. Presents demonstrations. Plays roles. Makes displays. Writes creatively.

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Course	Content Standard	Topic	Concept	Notes
FLL3-5H.9-12.25	Understands the basic cultural and historical contexts of the Latin selections.	Characteristics of Rome in Horace's Time	Age of Caesar, Age of Augustus, life of Horace and patronage	Skills Critical Thinking Analysis Assessment Recommendations Answers multiple-choice questions Keeps a notebook Gives written and oral reports Completes projects Presents demonstrations Plays roles Makes displays Writes creatively

Shows knowledge of the influence of the Latin language on English.

FLL3-5H.9-12.26	Recognizes familiar phrases and quotations from works of Horace.	Latin Influence on English	Examples: - Carpe diem - Integer vitae - Aurea mediocritas - Dulce et decorum est pro patria mori - Dulce est desipere in loco - Exegi monumentum aere perennius	Skills: Critical Thinking Analysis Assessment Recommendations: Keeps a derivative or quotation notebook. Learns a derivative or quotation of the day or week.
FLL3-5H.9-12.27	Identifies the meaning of English words derived from frequently used Latin words in the works of Horace.	Selected Passages from Horace	Suffixes, prefixes base/root/stem	Skills: Critical Thinking Analysis Assessment Recommendations: Recognizes the meaning of Latinate words.

Identifies characteristics of lyric poetry as exemplified in the works of Horace.

FLL3-5H.9-12.28	Identifies characteristics of lyric poetry as exemplified in the works of Horace.	Characteristics of Lyric Poetry	Odes, epodes, lyrics, metaphor, personification, simile, imagery, litotes, asyndeton, allegory, alliteration, and anaphora.	Skills: Reading Critical Thinking Analysis Assessment Recommendations Identifies genre characteristics Keeps a notebook.

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Course	Content Standard	Topic	Concept	Notes
FLL3-5H.9-12.29	Recognizes poetic devices employed by Horace	Characteristics of Lyric Poetry	Odes, epodes, lyrics, metaphor, personification, simile, imagery, litotes, asyndeton, allegory, alliteration, and anaphora	Skills: Reading Critical Thinking Analysis, Synthesis, Evaluation Assessment Recommendations: Identifies genre characteristics Keeps a notebook

Scans lines written in lyric meters.

Course	Content Standard	Topic	Concept	Notes
FLL3-5H.9-12.30	Scans lines of poetry written in Sapphic and Alcaic meters, given the patterns	Scansion	Elision, Major caesura	Skills: Critical Thinking Analysis Assessment Recommendations: Demonstrates knowledge of the structure of a lyric meter
FLL3-5H.9-12.31	Reads aloud poems of Horace	Scansion	Elision	Skills: Speaking Reading Listening Assessment Recommendations: Gives oral readings with expression Presents a dramatic recitation

Reads selections from the works of Ovid.

Course	Content Standard	Topic	Concept	Notes
FLL3-5O.9-12.32	Translates passages of Ovid Note: After Level II, students customarily read original works by Latin authors. The works of the authors may be selected in any order for courses designated at the third, fourth, and fifth year levels.	Selected Passages from Ovid	- Re-entry of linguistic forms from previous Latin study - New forms: additional uses of the infinitive, syncopated verb forms, future imperatives, alternate case forms and diminutive forms	Skills: Reading Critical thinking Analysis, Synthesis, Evaluation Assessment Recommendations: Provides complete literal or interpretive English translations Summarizes a passage in English Answers questions about a reading passage

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Course	Content Standard	Topic	Concept	Notes
FLL3-5O.9-12.33	Shows comprehension of the writings of Ovid with vocabulary assistance by answering content questions	Selected passages from Ovid and analysis of writing	- Re-entry of linguistic forms from previous Latin study - New forms: additional uses of the infinitive, syncopated verb forms, future imperatives, alternate case forms and diminutive forms	Skills: Reading Critical Thinking Analysis, Synthesis, Evaluation Assessment Recommendations Provides complete literal or interpretative English translations Summarizes a passage in English Answers questions about a reading passage

Identifies the political, social and economic characteristics of Rome in the time of Ovid as exemplified in his writings.

Course	Content Standard	Topic	Concept	Notes
FLL3-5O.9-12.34	Identifies major historical events, personalities and social conventions of the late republic through early empire	Characteristics of Rome in Ovid's Time	Age of Caesar, Age of Augustus, life of Ovid, patronage, and Maecenas	Skills: Critical Thinking Analysis Assessment Recommendations Answers multiple-choice questions Keeps a notebook Gives written and oral reports Completes projects Presents demonstrations Plays roles Makes displays Writes creatively
FLL3-5O.9-12.35	Describes the major events in the life of Ovid	Characteristics of Rome in Ovid's Time	Age of Caesar, Age of Augustus, life of Ovid, and patronage	Skills: Critical Thinking Analysis Assessment Recommendations Answers multiple-choice questions Keeps a notebook Gives written and oral reports Completes projects Presents demonstrations Plays roles Makes displays Writes creatively

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Course	Content Standard	Topic	Concept	Notes
FLL3-5O.9-12.36	Understands the basic cultural and historical contexts of the Latin selections.	Characteristics of Rome in Ovid's Time	Age of Caesar, Age of Augustus, life of Ovid, and patronage	Skills: Critical Thinking Analysis Assessment Recommendations: Answers multiple-choice questions. Keeps a notebook. Gives written and oral reports. Completes projects. Presents demonstrations. Plays roles. Makes displays. Writes creatively.

Shows knowledge of the influence of the Latin language on English.

Course	Content Standard	Topic	Concept	Notes
FLL3-5O.9-12.37	Recognizes familiar phrases and quotations from the works of Ovid.	Latin Influence on English	Examples: - Quid non sentit amor? - Medio tutissimus ibis - Aurea aetas - Audentes deus ipse iuvat	Skills: Critical Thinking Analysis Assessment Recommendations: Keeps a derivative or quotation notebook. Learns a derivative or quotation of the day or week.
FLL3-5O.9-12.38	Identifies the meaning of English words derived from frequently used Latin words in the works of Ovid.	Selected Passages from Ovid	Suffixes, prefixes base/root/stem	Skills: Critical Thinking Analysis Assessment Recommendations: Recognizes the meaning of Latinate words.

Identifies characteristics of poetry as exemplified in the works of Ovid.

Course	Content Standard	Topic	Concept	Notes
FLL3-5O.9-12.39	Identifies the characteristics of poetry common to the works of Ovid.	Literary Terminology	Metaphor, personification, simile, imagery, litotes, asyndeton, allegory, alliteration, and anaphora.	Skills: Reading Critical Thinking Analysis Assessment Recommendations: Identifies genre characteristics. Keeps a notebook.

Course	Content Standard	Topic	Concept	Notes
FLL3-5O.9-12.40	Recognizes poetic devices employed by Ovid.	Literary Terminology	Metaphor, personification, simile, imagery, litotes, asyndeton, allegory, alliteration, and anaphora	Skills Reading Critical Thinking Analysis Assessment Recommendations Identifies poetic devices. Keeps a notebook

Scans lines written in dactylic hexameter.

Course	Content Standard	Topic	Concept	Notes
FLL3-5O.9-12.41	Marks lines of poetry written in dactylic hexameter, given the patterns and elegaic couplet	Scansion	Dactyls, spondees, trochees, elisions, and major caesura	Skills Critical Thinking Analysis Assessment Recommendations Demonstrates knowledge of the structure of dactylic hexameter
FLL3-5O.9-12.42	Reads aloud in dactylic hexameter	Scansion	Dactyls, spondees, trochees, elisions, and major caesura	Skills Speaking Reading Listening Assessment Recommendations Gives oral readings with expression Presents dramatic recitation

Reads selections from the works of Vergil's Aeneid.

Course	Content Standard	Topic	Concept	Notes
FLL3-5V.9-12.43	Translates passages from Vergil's Aeneid, books I, II, IV and VI Note: After Level II, students customarily read original works by Latin authors. The works of the authors may be selected in any order for courses designated at the third, fourth, and fifth year levels	Selected passages from the Aeneid	- Re-entry of linguistic forms from previous Latin study - New forms: supine, syncopated verb forms, future imperatives, and alternate case forms	Skills Reading Critical Thinking Analysis, Synthesis, Evaluation Assessment Recommendations Provides complete literal or interpretive English translations. Summarizes a passage. Answers questions about a reading passage.

Course	Content Standard	Topic	Concept	Notes
FLL3-5V.9-12.44	Shows comprehension of passages from Vergil's Aeneid, books I, II, IV, and VI, with vocabulary assistance, by answering content questions.	Selected passages from the Aeneid Analysis of writing	- Re-entry of linguistic forms from previous Latin study - New forms: supine, syncopated verb forms, future imperatives, and alternate case forms	Skills: Reading Critical Thinking Analysis, Synthesis, Evaluation Assessment Recommendations: Provides complete literal or interpretive English translations. Summarizes a passage. Answers questions about a reading passage.

Identifies the political, social, and economic characteristics of Rome in the time of Vergil as exemplified in his writings.

Course	Content Standard	Topic	Concept	Notes
FLL3-5V.9-12.45	Identifies major historical events and personalities of the Augustan Age	Characteristics of Rome in Vergil's Time	- Augustus, Agrippa, Maecenas, Tiberius and Marcellus - Augustan building program - Golden Age authors such as Horace, Livy, and Ovid - Pax Romana and social and religious reforms - Vergil's life	Skills: Critical Thinking Analysis Assessment Recommendations: Answers multiple-choice questions. Keeps a notebook. Gives written and oral reports. Completes projects. Presents demonstrations. Plays roles. Makes displays. Writes creatively.
FLL3-5V.9-12.46	Explains Vergil's purpose in writing the Aeneid in the context of the Augustan Age	Characteristics of Rome in Vergil's Time	- Augustus, Agrippa, Maecenas, Tiberius, and Marcellus - Augustan building program - Golden Age authors such as Horace, Livy, and Ovid - Pax Romana and social and religious reforms - Vergil's life	Skills: Critical Thinking Analysis Assessment Recommendations: Answers multiple-choice questions. Keeps a notebook. Gives written and oral reports. Completes projects. Presents demonstrations. Plays roles. Makes displays. Writes creatively.

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Course	Content Standard	Topic	Concept	Notes
FLL3-5V.9-12.47	Understands the basic cultural and historical contexts of the Latin selections	Characteristics of Rome in Vergil's Time	- Augustus, Agrippa, Maecenas, Tiberius, and Marcellus - Augustan building program - Golden Age authors such as Horace, Livy, and Ovid - Pax Romana and social and religious reforms - Vergil's life - Roman daily life	Skills Critical Thinking Analysis, Synthesis Assessment Recommendations Answers multiple-choice questions Keeps a notebook Gives written and oral reports Completes projects Presents demonstrations Plays roles Makes displays Writes creatively

Shows knowledge of the influence of the Latin language on English.

Course	Content Standard	Topic	Concept	Notes
FLL3-5V.9-12.48	Identifies the meaning of English words derived from frequently used Latin words in the Aeneid	Selected Passages from Vergil	Suffixes, prefixes base/root/stem	Skills Critical Thinking Analysis Assessment Recommendations Recognizes the meaning of Latinate words
FLL3-5V.9-12.49	Recognizes familiar quotations from Vergil's Aeneid	Latin Influence on English	Examples - Quidquid id est, timeo Danaos et dona ferentis - Forsan et haec olim meminisse juvabit - Dux femina facti - Arma virumque cano - Sunt lacrimae rerum, et mentem mortalia tangunt	Skills Critical Thinking Analysis Assessment Recommendations Keeps a derivative or quotation notebook Learns a derivative or quotation of day or week

Identifies characteristics of an epic poem as reflected in Vergil's Aeneid.

Course	Content Standard	Topic	Concept	Notes
FLL3-5V.9-12.50	Lists the characteristics of epic poetry as reflected in the Aeneid.	Characteristics of Epics	Simile, metaphor, personification, onomatopoeia, alliteration, epic conventions, hero, deities, and hexameter	Skills Reading Critical Thinking Analysis Assessment Recommendations Identifies the characteristics of epic poetry as reflected in the Aeneid Keeps a notebook
FLL3-5V.9-12.51	Recognizes poetic devices in the Aeneid	Characteristics of Epics	Simile, metaphor, personification, onomatopoeia, alliteration, and epic conventions	Skills Reading Critical Thinking Analysis Assessment Recommendations Identifies poetic devices Keeps a notebook

Scans lines written in dactylic hexameter.

Course	Content Standard	Topic	Concept	Notes
FLL3-5V.9-12.52	Scans lines of poetry in dactylic hexameter, given the pattern	Scansion	Dactyls, spondees, trochees, elisions, and major caesura	Skills Critical Thinking Analysis Assessment Recommendations Demonstrates knowledge of the structure of dactylic hexameter.
FLL3-5V.9-12.53	Reads aloud in dactylic hexameter, given selected lines from the Aeneid	Scansion	Dactyls, spondees, trochees, elisions, and major caesura	Skills Speaking Reading Listening Assessment Recommendations Gives oral reading with expression Presents a dramatic recitation

Foreign Languages
Appendix

Section A

Topics/Content Standards Matrices: Reference

Section B

What Students Can Do at the End of Level 1
Functions Overview: Level 1 - Modern Languages
Content Overview: Topics - Level 1 - Modern Languages
Content Overview: Culture - Level 1 - Modern Languages
Content Overview: Concepts - Level 1 - Modern Languages

What Students Can Do at the End of Level 2
Functions Overview: Level 2 - Modern Languages
Content Overview: Topics - Level 2 - Modern Languages
Content Overview: Culture - Level 2 - Modern Languages
Content Overview: Concepts - Level 2 - Modern Languages

What Students Can Do at the End of Level 3
Functions Overview: Levels 3 & 4 - Modern Languages
Content Overview: Topics and Vocabulary - Levels 3 & 4 - Modern Languages
Content Overview: Culture - Levels 3 & 4 - Modern Languages
Content Overview: Concepts - Levels 3 & 4 - Modern Languages

What Students Can Do at the End of Level 5
Functions Overview: Level 5 - Modern Languages
Content Overview: Topics and Vocabulary - Level 5 - Modern Languages

Content Overview: Culture - Level 5 - Modern Languages
Content Overview: Concepts - Level 5 - Modern Languages

Section C

What Students Can Do at the End of Level 1
Functions Overview: Level 1 - Latin

What Students Can Do at the End of Level 2
Functions Overview: Level 2 - Latin

What Students Can Do at the End of Levels 3, 4, & 5
Functions Overview: Levels 3, 4, & 5 - Latin - Catullus
Functions Overview: Levels 3, 4, & 5 - Latin - Cicero
Functions Overview: Levels 3, 4, & 5 - Latin - Horace
Functions Overview: Levels 3, 4, & 5 - Latin - Ovid
Functions Overview: Levels 3, 4, & 5 - Latin - Vergil
Advanced Latin: Possible Configurations of Literary Works

Section D

Foreign Service Institute - Realistic Expectations

Section E

Testing Considerations
Questions to Answer
Various Rating Scales
Self Evaluation Progress Report
Multiple Students' Score Sheet

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Section A
Index of Topics to Strands/Content Standards
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Section A
Index of Topics to Strands/Content Standards
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essays						24-27
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relationships, family / personal	1-4	5-8	9-12	13-17	18-23	
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health			9-12	13-17	18-23	
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Section A
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Modern Foreign Languages
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cuisine	1-6	7-8				
current events	1-6	7-8	9-12	13-17	18-23	24-27
daily routines			9-12	13-17		
essays						24-27
events, holidays and special			9-12	13-17		
events, special and personal			9-12	13-17		
everyday life			9-12	13-17	18-23	
family	1-6	7-8	9-12	13-17	18-23	
fine arts			9-12	13-17	18-23	
geography and foreign travel	1-6	7-8				24-27
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history	1-6	7-8	9-12	13-17	18-23	
hobbies / pastimes			9-12	13-17		
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literature			9-12	13-17	18-23	
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politics	1-6	7-8				24-27
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social issues		6-9		16-20	
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theater					21-24
travel	1-5				
uses of media		6-9			
well-being / health	1-5				

Section B
What Students Can Do At The End of Level 1 in the Modern Languages:

- respond to basic questions dealing with
    - weather
    - colors
    - time
    - family
    - home/rooms
    - health
    - classroom routine
    - numbers
    - age
    - animals
    - leisure time
    - school
    - vacation
    - sports
    - clothes
    - size
    - self/personality
    - body parts
    - buildings
    - foods/breakfast, lunch, dinner
    - geography
    - geographical expressions
    - festivals
    - traditions
    - stores/shopping
- repeat basic questions asking them of another student
- recite sequences such as the alphabet, days of the week, months, seasons, numbers
- respond to visual cues dealing with topics listed above
- seek and exchange information
- express confusion or lack of understanding
- follow and give directions
- make excuses and give explanations
- ask and give permission

- express emotions
- understand and use appropriate greetings and leave-takings
- describe using appropriate adjectives
- understand and pronounce typical male and female names
- use non-verbal communication, including gestures
- understand, seek, and give personal information in a two- or three-sentence sequence
- react appropriately in uncomplicated social situations
- give answers to factual questions based on cultural information from countries where the language is spoken
- express likes/dislikes in single sentences using vocabulary from the topics listed above
- understand and participate in simple conversations
- express agreements and disagreement with other students' likes and dislikes
- express regret or acceptance to social situations
- demonstrate understanding of perspectives and social customs
- look for contextual cues in comprehending reading

Section B
Functions Overview
Modern Languages
Level 1

A. Understand and produce memorized and personalized language in meaningful oral and written form appropriate to the novice level of proficiency.

1. Respond to basic questions such as those about self, general well-being, weather, and time
2. Ask for and exchange information with others
3. Use sequence meaningfully, such as the alphabet, months, seasons, numbers, etc.
4. Describe pictures, persons and objects

B. Develop listening, speaking, reading, and writing skills to communicate information about daily life and activities appropriate to the novice level of proficiency.

5. Seek basic information
6. Express confusion or lack of understanding in simple terms
7. Follow and give simple directions or commands
8. Offer regrets and explanations
9. Ask and give permission
10. Express emotions

C. React appropriately in uncomplicated social situations appropriate to the novice level of proficiency.

11. Understand and use appropriate greetings and leave takings
12. Understand and pronounce typical male and female names and titles
13. Use non-verbal communication, including gestures
14. Understand, seek, and give information
15. Express confusion or lack of information
16. Express regret or acceptance to social situation
17. Express likes and dislikes, agreement and disagreement
18. Demonstrate an understanding of perspectives and social customs

D. Demonstrate in oral and written form some spontaneity in generating a response to an oral or written question, a situation, or a visual stimulus.

19. Respond realistically to basic questions by recombining topical vocabulary
20. Understand and participate in simple conversations
21. Give sentence description using appropriate adjectives (color, size, personality)
22. Give answers to questions based on contemporary information from countries where the language is spoken
23. Express likes, dislikes, discomfort, agreement, and disagreement
24. Demonstrate ability to respond in greater length

E. Listen to, read, and demonstrate comprehension of a variety of texts appropriate to the novice level of proficiency.

25. Interpret and react to spoken or written passages including rhymes, poetry, and songs
26. Derive main ideas and some supporting details from culturally authentic materials

F. Increase knowledge and understanding of other cultures (the term “culture” is generally understood to include the philosophical perspectives, the behavioral practices, and the products, both tangible and intangible, of a society.)

27. Demonstrate the ability to use language in very simple real life situations in cultures in which the language is spoken
28. Demonstrate behavior appropriate to the culture(s) in which the language is spoken
29. Demonstrate knowledge of contributions of target culture(s) to civilization
30. Demonstrate an awareness of connections among U.S. and target culture(s) languages
31. Develop understanding of a different culture on its own terms

Section B
Content Overview
Topics
Modern Languages
Level 1

Alphabet

Days of the week, months, seasons

Numbers 1-100

Weather

Colors

Time and time expressions

Family

Buildings

Rooms of the house

Body Parts

Classroom Objects

Classroom routine, including homework assignments

Names (typical male and female)

Age

Animals

Appropriate greetings, leave-takings, and courtesy expressions

Leisure time

School events

Foods

Vacations

Traditions

Sports

A typical school day

Clothes

Size

Holidays

Cognates

Stores/shopping

Geography expressions

Food

Interjections and rejoinders of pleasure, surprise, disappointment, frustration

Expressions of politeness

Expressions of confusion

Appropriate idiomatic expressions

Main historical events

Language: cognates, roots, affixes, similarities, and differences

Section B
Content Overview
Culture
Modern Languages
Level 1

Reading and writing numerals, addresses, phone numbers

Differences in capitalization

Recognition of 24-hour clock

Expressing dates

Concept of time

Privacy/personal space

Recognition of metric system

Comparative school customs/behaviors

Concept of formality vs. informality

Common gestures and non-verbal communication

Names and titles

Extended family

Birthdays and holidays

Vacations

Weekend activities

Sports

School system

Geographical areas where the target language is spoken

Current events

Street maps, street names and numbers

Currency

Abbreviations

Social customs in daily living

Meals

Pastimes

Style of dress

Appropriate songs, rhymes, poems, proverbs

Do's and don'ts

Art

Literature

Music

Famous people

Cultural similarities and differences

Section B
Content Overview
Concepts
Modern Languages
Level 1

Present tense of commonly-used and auxiliary verbs

Selected present tense forms of verbs dealing with health, weather, time

Imperatives of verbs commonly used in classroom activities

Selected forms of frequently used verbs (permit me, I would like, I am sorry)

Expressions of "there is/are" and "are there/is there?"

Future time with the present tense of commonly used verbs dealing with topical vocabulary

Past tense of selected verbs

Infinitives used after conjugated verbs

Word order and intonation in declarative sentences, both affirmative and negative

Word order and intonation of yes/no and information questions

Number and gender

Nouns and modifiers

Possession

Contractions

Appropriate descriptive adjectives, agreement and syntax

Demonstrative adjectives

Appropriate adverbs (today, tomorrow, well, badly, etc.)

Adverbs and adjectives of time (past and future), e.g., last night, yesterday, last year, tomorrow, next week

Prepositions and adverbs of location and distance
Appropriate interrogatives (who, what, when, where, why, which)

Appropriate additional interrogatives (how much, how many)

Appropriate idiomatic expressions i.e., courtesy expressions

Formal and informal address

Agreement of: pronouns, verbs, adjectives

Gestures and non-verbal communication

Dictionary skills and Comparisons

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Section B

What Students Can Do At The End of Level 2 in the Modern Languages:

all first level topics
literary genres
weather
time
general well-being
numbers
self
colors
family
home
health
classroom routine
age
animals
some literature
leisure time
school
vacation
sports
clothes
body parts
rooms
buildings
geographical expressions
food
geography
greetings
currency
celebrations
holidays
recreational pursuits
possessions
telephone
banking
social occasions
etiquette
gestures
directions
transportation
government
use of foreign language technology
shopping

- make simple inquiries orally to seek information
- gather information by reading and by listening
- get people to restate things more simply or more slowly by
    - polite commands
    - trying to paraphrase
    - repeating statements with interrogative information
    - polite interjection

- complain or refuse politely
- give more extended personal information in oral and written form
- express physical discomfort and need
- describe medical and physical needs in very simple terms
- request help in attending to needs and/or uncertainties
- use terminology for buying basic items in street markets or various stores
- use terminology for cashing a check and changing money
- complete, in writing, appropriate sample forms (hotel registration, customs, bank and postal forms, etc.)
- use a variety of appropriate greetings and leave-takings
- issue and react to simple invitations
- arrange someone at a specific time, place, and date
- use common and appropriate telephone phrases
- relay simple messages in writing
- draw simple conclusions using contextual clues and/or cognates
- sing a song and/or recite a poem in the target language

Section B
Functions Overview
Modern Languages
Level 2

A. Integrate new vocabulary and syntax into previously acquired language appropriate to the novice-high to intermediate-low proficiency level.

1. Transform memorized patterns and communicate more complex information about self and daily life
2. Interpret longer spoken language by detecting known patterns and inferring meaning
3. Examine visual clues to draw conclusions about cultural content
4. Memorize and/or analyze songs, poems, selections of dramas
5. Explain political map of target country(ies) through recall and study of some history and culture

B. Expand listening, speaking, reading, and writing skills to communicate information about daily life and activities appropriate to the novice-high to intermediate-low proficiency level.

6. Make oral and written inquiries
7. Gather information by reading and listening
8. React to oral and written stimuli
9. Express needs, certainties, and preferences
10. Request help
11. Request clarifications
12. Follow and give series of directions

C. React appropriately in social situations on the level of novice-high to intermediate-low proficiency.

13. Conduct oneself appropriately in routine situations
14. Use appropriate language for making purchases and daily transactions
15. Use non-verbal gestures in communication
16. Explain oneself by using circumlocution (talking around a word for the purpose of definition), and paraphrasing
17. Understand and express likes, dislikes, agreements, and disagreements

18. Understand and give more extensive information
19. Complete appropriate forms
20. Compare and contrast social conventions of target cultures and other cultures

D. Begin to explore the interconnectedness of social, economic, and political issues within the target culture appropriate to the novice-high to intermediate-low proficiency level.

21. Describe in simple terms basic information on certain contemporary political figures and their governments
22. Recognize official symbols of target nations and deduce cultural realities (e.g. pictures and words reflect what is important to the culture)
23. Discuss appropriate films and videos from or about the target culture to acquire information and draw inferences about social, cultural, and economic realities
24. Scan and summarize information from sources such as newspapers, periodicals, television, and the Internet to develop knowledge of issues important to the target culture
25. Acquire knowledge of factors and issues that impact decisions of a social, political, and economic nature (e.g. minimum wage, international trade)

E. Listens to, reads, and demonstrates comprehension of a variety of texts appropriate to the novice-high to intermediate-low proficiency level.

26. Understand and react to spoken or written passages
27. Derive main ideas and some supporting details from appropriate texts
28. Demonstrate understanding of narration by predicting outcomes

F. Acquire greater knowledge and deeper understanding of other cultures appropriate to the novice-high to intermediate-low proficiency level.

29. Expand the use of appropriate greetings, leave taking, and social formulas
30. Compare and contrast the types of public transportation available in the target country(ies)
31. Compare some government services offered in the U.S. and the target country(ies)
32. Analyze eating and shopping customs of the target culture(s)
33. Explain the leisure time activities in the target culture(s)
34. Explain different ways of celebrating through music, customs, food, literature, etc.

Section B
Content Overview
Topics
Modern Languages
Level 2

Topics from Level I as re-entry
Ask for, follow, and give directions
Give extended information about self
Get a hotel room
Order a meal
Use the post office
Use of public and private telephones
Telephone phrases, including formulas for opening and closing conversations in various social situations
Use public transportation
Professions/Careers
Fill out forms
Nationalities and countries
Daily activities
Simple descriptions of illness, injuries, and discomfort
Request help
Most commonly-used medications
Internal body parts (stomach, throat, heart, etc.)
Expressions of needs, certainties, and preferences
Typical recreational pursuits

Food items

Levels of formality-social register

Names of stores, shopkeepers

Simple explanations of forms of government

Numbers (monetary and simple banking terms)

Newspapers and magazines, items for personal hygiene (notions and drugstore items), clothing, and other articles needed for daily living

Uses of technology (i.e., Internet, computers, tape recorders) to gain authentic information

Expressions of courtesy in social and personal interactions

Expressions of pleasure and regret

Use of appropriate gestures

Making excuses

Explain a political map of target country(ies)

Compare some government services

Verbal and adverbial expressions needed to arrange meetings

Contextual cues for comprehension from a variety of texts

Derive main ideas from readings

Draw conclusions of foreign culture and compare to home culture

Memorize/analyze simple songs or works of drama

Section B
Content Overview
Culture
Modern Languages
Level 2

Read timetables, menus, announcements, and advertisements

Recognize abbreviations

Recognize and use signs for public transportation and public services

Be aware of custom procedures and regulations

Use varied and appropriate expressions to be polite and to be emphatic

Be aware of appropriate topics of conversation, avoiding culturally taboo topics

Be aware of differences in accommodations, eating establishments, modes of transportation, government services (post office, telephone, stamps, flags, seals, anthem(s), coats of arms)

Locations for obtaining medical help (clinic, pharmacy, emergency room)

Eating patterns

Types of eating establishments

Eating habits

Open-air market and how it operates

Bargaining, when applicable

Appropriate linguistic and physical behavior when shopping depending on type of shop

Money, banking hours and practices, linguistic and social interaction, travelers checks, credit cards, and calculating exchange rate

Locations for cashing checks and exchanging money

Appropriate verbal and non-verbal behaviors in various types of social interactions (dining at someone's home, on a date, etc.)

Leisure activities

Telephone usage – location and cost of public phones, appropriate reasons for calls, procedures for calls, procedures use, operator assistance, typical phone numbers, phone book

Concepts of time (business vs. social)

Social register

Acceptance of cultural differences

Impact of technology

Some government services

Section B
Content Overview
Concepts
Modern Languages
Level 2

Simple questions and answer formation in the past tense

Re-entry: negation, word order, imperatives, interrogatives, pronouns, expressions of time, future common forms of comparisons, adverbs, prepositions

Futurity with present tense verb forms

Moods - use of the conditional

Difference of usage of verbs meaning "to know"

Formal commands

Relative clauses

Present tense of common reflexive and stem-changing verbs

Differences in usage of verbs meaning "to be," if applicable

Polite verb forms to request assistance

Other important verbs (want, cost, be worth, buy, sell, change, cover, wish, etc.)

Verb forms to express polite requests (Would you...?/Could you...?) and responses (I would.../I could...)

Expressing "Let's"

Verb forms followed by initiatives

Idiomatic constructions indicating "to have just done" something, if applicable

Interrogatives

Word order in questions

Interrogatives of time, location, and quantity (from where, with whom, at what time)

Direct and indirect object nouns and pronouns

Reflexive and possessive pronouns

Indefinite pronouns (someone, something, no-one, nothing, etc.)

Use of nouns and adjectives relating to professions, nationality, physical and emotional descriptions of people

Expressions: slowly, again, other, different, neither, nor

Commonly-used forms of comparison: better/best, worse/worst, more/most etc.

Rejoinders of acceptance or rejections (I am sorry; with much pleasure; I have a suggestion)

Relative clauses

Additional idiomatic expressions

Selected subjunctive forms

Verbal and adverbial expressions

Levels of formality

Adjectives and structure regarding physical state (sick, exhausted, broken, etc.)

Adverbs of degree (very, almost, little, etc.)

Comparisons

Definite articles with body parts

Appropriate expressions for comparisons (more than, less than, as much as, larger, less expensive, etc.)

Expressions, adjectives, and adverbs of quantity

Prepositions of location and time (before, after, nearby, on, etc.)

Prepositions requiring specific cases, as applicable

Section B
What Students Can Do At The End Of Levels 3 & 4 in the Modern Languages:

- understand more detailed questions
- give detailed and extended information
- ask others for detailed information
- understand extended answers to questions
- recount, comprehend, and react to a sequence of events that happened personally or to someone else
- summarize and discuss a movie, TV program, book, magazine/newspaper article, etc. experienced in either the target or native language
- discuss plans for a future event (picnic, holiday, trip, etc.)
- discuss plans for a career
- suggest alternatives (send back unacceptable food, change a departure time, etc.) rather than accept the option offered
- influence or encourage someone to do something (change places on a train, return a purchase, etc.)
- seek explanations for the unexpected
- give instructions for completing a task
- understand and participate in simple conversations (face-to-face, telephone, etc.)
- use extended vocabulary to express and share emotions such as hopes, expectations, worries, and fears
- comprehend and use extended vocabulary to react to current events and issues

- create original narrations
- draw conclusions
- influence, encourage, and defend decisions
- discuss issues
- comprehend the gist of impromptu conversations and inserts personal opinions and information as appropriate, seeks supporting details in authentic materials
- comprehend connected discourse
- critique literary works appropriate to the level
- develop organized summaries, compositions, and/or reports of more than one paragraph
- compose pattern poetry

Section B
Functions Overview
Modern Languages
Level 3 - Intermediate-low to intermediate-mid proficiency level
Level 4 - Intermediate-mid to intermediate-high proficiency level

A. Increase proficiency in using oral and written language appropriate to intemediate-low to intermediate-mid levels of proficiency.

1. Give detailed and extended information
2. Ask others for information
3. Comprehend extended answers to questions
4. Express and share emotions, such as hopes, expectations, worries, and fears
5. Recount, comprehend, and react to a sequence of events
6. Summarizes and reacts to movies, TV programs, books, magazine/newspaper articles, texts from Internet, etc.

B. Go beyond immediate events to inquire, narrate, and describe in oral and written language appropiate to the intermediate-low to intermediate-mid levels of proficiency.

7. Comprehend and reacts to current events
8. Create original narrations

C. Consider options in difficult and unexpected events and make appropriate decisions within the range of intermediate-low to intermediate-mid levels of proficiency.

9. Draw conclusions from information presented
10. Offer choices
11. Influence, encourage, and defend decisions
12. State pros and cons of issues

D. Demonstrate comprehension of and react to authentic texts appropriate to intermediate-low to intemediate-mid levels of proficiency.

13. Comprehend connected discourse
14. Understand main ideas and seeks some supporting details in authentic materials

15. Understand and react to extended conversations, monologues, and/or texts predict some outcomes, draw simple conclusions, and gives opinions
16. Discuss literary selections appropriate for the level
17. Express preferences for a text and give supporting details

E. Write effectively in different modes of discourse using process writing appropriate to intermediate-low to intermediate-mid levels of proficiency.

18. Narrate in present, past and future
19. Compose cohesive paragraphs which describe, compare or contrast people, places, things, activities, situations, and events
20. Develop organized summaries, compositions, reports on articles of more than one paragraph
21. Express emotions, feelings, personal points of view and supports them
22. Compose simple poetry (e.g. haiku, cinquain, diamante, tearful ballad, corrida)
23. Give instructions for completing tasks

F. Continue acquisitions of knowlede of interconnectedness of social, economic and political issues within the target culture and appropriate to the intermediate-low to intermediate-mid levels of proficiency.

24. Report and discuss forms of government and political movements in target nations
25. Research, outline, and summarize information from sources such as magazines, periodicals, television and the Internet so as to develop knowledge of issues important to the target culture
26. Discuss films and videos from or about the target culture to acquire information and draw some inferences
27. Acquire knowledge of factors and issues that impact decisions of a social, political, or economic nature (i.e. OAS NAFTA, European Union, Unions of North African Republics)

Section B
Content Overview
Topics and Vocabulary
Modern Languages
Levels 3 & 4

Re-entry of topics from Levels I & II

Relationships

Careers

Some business forms

Residence

Hobbies

Pastimes

Opinions and feelings

Daily routine

Special personal events

Plans, hopes, expectations

Geography

Expressions of:

Approval
Disapproval
Valuing
Agreeing
Disagreeing
Disbelief

Appropriate behavior in social and work situations

Holidays and other special events

Cultural values

Current events

Some politics

Weekend and evening activities

Aesthetic pursuits

Travel

History

Graphs and tables

Restaurant

Cuisine

Government

School

Aspects of art and literature

Laws

Religion (influence - no value statements)

Some research

Section B
Content Overview
Culture
Modern Languages
Levels 3 & 4

Extended family and personal relationships

Types of work

Appropriate behavior in social and work situations (acceptable topics of discussion, etiquette, expressing displeasure or disagreement politely either verbally or non-verbally)

Family and personal relationships

Holidays and other special events

Politics

Geography/foreign travel

Various modes of travel

Aspects of the arts

Cuisine

Ranking

Grouping/Problem solving

Description

Organizing

Persuasion

Review agreeing and disagreeing within different social classes (social register)

Draw conclusions and make comparisons

Response to cues from various sources
(teacher, pictures, TV, Internet, newspapers, journals, etc.)

Cultural awareness and sensitivity

Political and social issues (past and present)

Section B
Content Overview
Concepts
Modern Languages
Levels 3 & 4

Regular and appropriate irregular verbs not covered in Levels I and II in present and past

Appropriate idiomatic verbal expressions related to time (e.g., ago, since, etc.)

Additional verbs that require prepositions

Difference and uses of past tenses

Differences between and uses of non-present tenses

Passive voice

Present subjunctive

Future tense

Conditional tense

Compound tenses

Imperatives

Present subjunctive used with emotive and impersonal expressions, doubt, and denial, where applicable

Complex word order

Placement of pronouns with conjugated verbs and infinitives

Participles where applicable

Interrogative pronouns

Adjectives

Possessive pronouns

Infinitive constructions

Expanded use of definite articles

Passive forms

Impersonal pronouns

Relative pronouns, where applicable

Adverbs of time and location, and transitional words and phrases (however, nevertheless, etc.)

Position of adjectives to change meaning, when applicable

Compound sentences and conjunctions

Essays

Journals

News reports

Graphs and tables

Conversation tactics:

- emotive reactions (Wow! Neat! How gross!)
- conversational fillers (Really? Uh . . .uh. Well)

Transitional phrases

Section B
What Students Can Do At The End Of Level 5 in the Modern Languages:

- understand, give and ask for more detailed information
- comprehend the gist of impromptu conversations and insert personal opinions and information as appropriate, seeks supporting details in authentic materials
- summarize and discuss a movie, TV program, book, magazine/newspaper article, or other authentic document experienced in either the target or native language
- discuss plans for a career
- describe a step by step plan or procedure for completing a specific task or planning an event (assembly of a birdhouse, summer travel plans, celebration, etc.)
- express acceptance or regret in social situations
- write personal resumés, business, and social letters
- discuss issues relating to current events and issues and contemporary leaders
- summarize plot and paraphrase selected passages from designated works of target literature
- evaluate presentations, videos, cultural commentary, and literature representative of the target language
- critique and/or compare works of art or music of the target culture with American works
- compare themes or modes of expression in the target language with those in English
- create original stories and news articles and editorials

- draw conclusions
- influence or encourage someone to do something either verbally or in writing (develop advertisement for a web page)
- seek explanations, considers and expresses options in difficult situations (canceled travel plans, hospital emergency room visit)
- express desires and expectations in family or school situations
- express fears, concerns, and doubts about important matters

Section B
Functions Overview
Modern Languages
Level 5 - Intermediate-mid to intermediate-high proficiency level

A. Increase proficiency in face to face encounters in a variety of situations and appropriate to the intermediate-mid to intermediate-high proficiency levels.

1. Express acceptance and regret
2. Express desires and expectations and convince others
3. Express fears, concerns and doubts
4. Describe a step-by-step plan or procedure
5. Consider and express options in difficult or unexpected situations and make appropriate decisions.

B. Comprehend issues and use extended vocabulary to react to current events and issues appropriate to the intermediate-mid to intermediate-high proficiency levels

6. Compare lifestyles of adolescents in various nations
7. Demonstrate comprehension of the changing political map of target nations
8. Form opinions about the influences that have shaped daily life in the target nations
9. Research important industries and contemporary figures from the target nations

C. Write effectively in different modes of discourse using process writing appropriate to the intermediate-mid to intermediate-high proficiency levels

10. Write business and social letters
11. Write a resumé
12. Write letters of presentation
13. Produce creative and persuasive writing.
14. Write a short story in the style in one of a variety of styles
15. Research and write news articles

D. Read and discuss twentieth-century literary selections appropriate to the intermediate-mid to intermediate-high proficiency level.

16. Summarize plot of a literary work
17. Create a piece of art in reaction to a selection studied
18. Create and/or reproduce a selection from a literary work
19. Compare themes in selected works in the target language with a theme in an American work
20. Give examples of how thoughts and ideas expressed in another language may be lost in the translation process

E. Compare twentieth-century visual art, music, and drama of the target countries with that of the United States and appropriate to the intermediate-mid to intermediate-high proficiency levels.

21. Write a critique of a piece of art or music of the target culture
22. Compare some 20th century art and music of the target nation with some from the United States
23. Read current musical reviews and present report about them.
24. Select favorite pieces of art of music and explain them.

Section B
Content Overview
Topics and Vocabulary
Modern Languages
Level 5

Re-entry of topics from level 1, 2, 3, 4

Careers/Employment

Business Issues

Residence/Family

Hobbies/Sports

Pastimes

Opinions and feelings

Social events

Plans, Hopes, Expectations, Desires, Fears, Concerns, Doubts

Geography/History

Appropriate behavior in social and work situations

Celebrations

Cultural influences

Environment

Current events/Social issues

Contemporary politics and figures

Leisure time

Aesthetic pursuits, Art, Music, Cinema

Literature and Writing

Television, Movies, and Periodicals

Travel

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Section B
Content Overview
Culture
Modern Languages
Level 5

Personal and Business Relationships

Appropriate Behavior in Social and Work Situations

Family

Celebrations

Politics

Geography/Travel

Aspects of the Arts

Cultural awareness and sensitivity

Political and social issues

Section B
Content Overview
Concepts
Modern Languages
Level 5

At the fifth level grammar and syntax are thoroughly integrated into all communicative language activities. Students refine both speaking and writing skills in the context of the activities. They experience the writing process in the target language through opportunities to edit and rewrite drafts prior to the final product. By examining authentic writings, students also observe and incorporate patterns and expressions into their own writings. By using audio cassettes, video cassettes, software, and television programs from the target country to listen to native speakers, students refine their own level of speaking by incorporating authentic speech into their own discourse in the target language.

Section C
What Students Can Do at the End of Level 1 Latin

By the end of first year Latin study, students will have developed some facility in comprehending a connected passage appropriate to level one. In addition to learning a core vocabulary, students are expected to have control of the following items to assist them in reading:

- first, second and third declension nouns and case uses
- first/second and third declension adjectives in the positive degree
- positive degree adverbs formed regularly
- present, imperfect, future, and perfect tenses in the active and passive voice, indicative mood, representing all conjugations (Depending on the text and the readings, the pluperfect and the future perfect tenses active and passive may be addressed in level one or in level two.)
- irregular verbs: *sum* and *possum* (in present, imperfect, future, perfect indicative); irregular verbs forms as needed: *eo, fero, fio, volo, nolo, malo*
- present active imperatives singular and plural – positive and negative
- present active infinitive
- expressions of place
- expressions of time
- personal, demonstrative, possessive, and interrogative pronouns
- cardinals (1-20 + 100 + *mille* and *milia*) and ordinals (first - tenth)
- agreement: subject/verb and noun/adjective
- appropriate pronunciation

Students will be able to identify and translate designated Latin mottoes, abbreviations, quotations, and Latin words and phrases commonly used in English.

Students will increase their knowledge of English vocabulary through the study of Latin word elements.

A study of ancient Roman culture presents students with the opportunity to understand Roman practices and compare them with modern practices . While topics may vary from text to text, the following commonly appear in first year Latin: *paterfamilias*; *praenomen, nomen, cognomen; toga, tunica, palla, stola; bulla; domus, insula, villa; forum*; *patrician and plebs;*

Pontifex Maximus, augurs, Vestals, Lares and Penates, numen; Doric, Ionic, and Corinthian arches; dome; roads; Colosseum; Circus Maximus; paedagogus; manumission; cena.

Students will be able to recognize and give the classical names of the major topographical features of Italy and the surrounding areas and why they are important.

Students will be able to discuss prominent Graeco-Roman myths and the deities and heroes associated with them.

Students will begin to explore the relationship between the study of Latin and other disciplines.

Note: The students will be familiar with some major historical events relating to topics in the text or which the teacher may introduce, as needed.

Section C
Functions Overview
Latin
Level 1

A. Reads aloud short Latin passages using acceptable pronunciation.

1. Discriminates among and imitates Latin vowel sounds, consonant sounds, diphthong sounds, stressed and unstressed syllables, and the phrasing of continuous Latin passages.
2. Reads orally simple Latin passages compatible with level one texts.

B. Reads Latin passages appropriate to level one.

3. Answers questions about the content of Latin passages.
4. Expresses an accurate English interpretation of simple translation passages.

C. Writes in Latin.

5. Writes familiar words, phrases, and sentences with correct spelling, and manipulates simple and familiar patterns.
6. Shows the significance of word order in a Latin sentence.

D. Shows an understanding of the influence of the ancient Roman civilization upon other civilizations.

7. Identifies important towns and cities and topographical features of Italy.
8. Identifies and discusses the major Roman deities and their Greek counterparts plus their associated myths.
9. Identifies and analyzes aspects of Roman family life and customs, religious practices, education, architecture, and entertainment habits, and, where appropriate, the contributions to other civilizations.

E. Shows knowledge of the influence of Latin on English.

10. Uses knowledge of Latin word elements to determine the meaning of unfamiliar English words.
11. Recognizes the meaning of designated Latin mottoes, quotations, and abbreviations commonly used in English.

Section C
What Students Can Do at the End of Level 2 Latin

By the end of second year Latin study, students will have developed some facility in comprehending connected passages appropriate to level two. In addition to learning a core vocabulary, students are expected to have control of the following items to assist them in reading :

- first, second and third declension nouns and case uses
- fourth and fifth declension nouns and case uses
- irregular nouns: *vis* and *deus*
- first/second and third declension adjectives in the positive, comparative and superlative degrees
- irregular adjectives such as *alius, neuter*, etc.
- positive, comparative and superlative degree adverbs
- all tenses of the indicative and subjunctive mood in the active and passive voice
- irregular verbs: *sum* and *possum, eo, fero, fio, volo, nolo, malo* in all tenses of the indicative and subjunctive moods
- all forms of deponent, semi-deponent and impersonal verbs
- present active imperatives singular and plural – positive and negative
- present, perfect and future infinitives both active and passive and uses of the infinitive including indirect statements
- present, perfect and future participles and their various translations
- ablative absolutes
- gerunds and gerundives
- active and passive periphrastics
- independent subjunctive uses (hortatory, jussive, optative)
- dependent subjunctive uses (purpose clauses, result clauses, clauses of fearing, indirect questions, cum clauses)
- conditional sentences
- expressions of place and time
- personal, demonstrative, possessive, interrogative, relative, and intensive pronouns
- cardinals (1-100 + *mille* and *milia*) and ordinals (first - tenth)
- agreement: subject/verb and noun/adjective
- appropriate pronunciation

Students will be able to identify and translate designated Latin mottoes, abbreviations, quotations, and Latin words and phrases commonly used in English.

Students will increase their knowledge of English vocabulary through the study of Latin word elements.

A study of ancient Roman culture presents students with the opportunity to understand Roman practices and compare them with modern practices . While topics may vary from text to text, students may learn more about the topics in first year as well as initiate study of the following topics commonly encountered in second year Latin: government terms such as *cursus honorum, republic*, etc.; military terms such as *dux, imperator*, etc..

Students will be able to recognize the major topographical features of Italy as well as the major regions, towns, and roads. Students will identify areas of the ancient world taken under Roman control due to various historical events. Student will identify the periods of the Roman monarchy, republic, and early empire as well as prominent persons and events within each.

Students will be able to discuss additional prominent Graeco-Roman myths and the deities and heroes associated with them.

Students will begin to understand the relationship between the study of Latin and other disciplines.

Note: The students will be familiar with some major historical events relating to topics in the text or which the teacher may introduce, as needed.

Section C
Functions Overview
Latin
Level 2

A. Reads Latin with comprehension.

1. Demonstrates comprehension of reading passages of longer word sequences and more complex structures through paraphrasing, summarizing, and answering questions.
2. Expresses an accurate interpretation of Latin translation passages.
3. Understands basic cultural and historical contexts of the Latin selections.

B. Shows an understanding and makes critical assessments of the contributions of Roman culture and history to other civilizations.

4. Locates places of Roman influence from the late Republic through A.D. 138.
5. Identifies aspects of Roman culture associated with government, the military, family life and customs, religious practices, education, architecture, entertainment habits, and where appropriate, their contributions to other civilizations.
6. Recognizes and demonstrates the impact of important historical events and personalities associated with those from the founding of Rome through the reign of Hadrian.
7. Identifies major figures from Roman and Greek myths and legends.

C. Shows knowledge of the influence of Latin language on English.

8. Continues development of English vocabulary through learning derivatives associated with Latin words in level two reading selections.
9. Recognizes the meaning of Latin mottoes, quotations, and abbreviations commonly used in English.

Section C
What Students Can Do at the End of Advanced Levels of Latin

After Latin II, customarily students read original works by Latin authors. The works of the authors may be selected in any order for the courses designated at the third, fourth and fifth year levels. Students will develop a greater facility in reading and translating Latin works with each author they read in successive courses of study.

In addition to previously learned items, students at the advanced level of Latin are expected to have control of the following items to assist them in their reading:

- supines
- new uses of the subjunctive (e.g., potential, characteristic, clauses of doubting, etc.)
- syncopated verb forms
- historical infinitives
- future imperatives
- alternate case forms

Students will be able to identify and translate designated Latin mottoes, abbreviations, quotations, and Latin words and phrases commonly used in English, and be conversant with familiar quotations from each author whom they study.

Students will increase their knowledge of English vocabulary through the study of Latin and Greek word elements.

Students will be familiar with certain rhetorical devices, such as *litotes, praeteritio, personification*, etc.

Students who read poetical selections will be familiar with the metrical framework of that poetry and will be able to read the poem in meter.

A study of ancient Roman culture presents students with the opportunity to understand Roman practices and compare them with modern practices . In addition to daily customs and practices, students will be able to discuss Roman political system and its influence on the author and his times.

Students will be able to recognize places, historical events, and persons related to the author and his times.

Students will be able to discuss mythological allusions associated with the works of the authors studied.

Students will increase their understanding of the relationship between the study of Latin and other studies such as art, music, history, government, archaeology, etc.

Section C
Functions Overview
Latin
Levels 3, 4, & 5 - Catullus

A. Reads selections from the works of Catullus.

1. Translates, with vocabulary assistance, selected poems of Catullus.
2. Shows comprehension of writings of Catullus, with vocabulary assistance, by answering content questions.

B. Identifies the political, social, and economic characteristics of Rome in Catullus's time as exemplified in his writings.

3. Identifies and discusses major historical events, personalities, and social conventions of the late republic.
4. Describes the major events in the life of Catullus.
5. Understands basic cultural and historical contexts of the Latin selections.

C. Shows knowledge of the influence of the Latin language on English.

6. Recognizes familiar quotations from the works of Catullus.
7. Identifies the meaning of English words derived from frequently used Latin words in the works of Catullus.

D. Identifies characteristics of lyric poetry as exemplified in the works of Catullus.

8. Identifies the characteristics of lyric poetry found in the writings of Catullus.
9. Recognizes poetical devices employed by Catullus.

E. Scans lines written in lyric meters.

10. Scans lines of poetry in hendecasyllabic and elegiac meters given the pattern.
11. Reads aloud selections from Catullus.

Section C
Functions Overview
Latin
Levels 3, 4, & 5 - Cicero

A. Reads selections from Cicero's works.

1. Translates passages, with vocabulary assistance, from Cicero's works such as:
    - *First Catilinarian Oration*
    - *Pro Caelio*
    - Selected letters
2. Shows comprehension of passages from Cicero's works, with vocabulary assistance, by answering content questions.

B. Identifies the political, social, and economic characteristics of Rome in Cicero's time as exemplified in his writings.

3. Identifies and discusses events, personalities, and social conventions of the Ciceronian Age.
4. Describes the events in the life of Cicero and his role in Roman government.
5. Understands basic cultural and historical contexts of the Latin selections.

C. Shows knowledge of the influence of the Latin language on English.

6. Recognizes familiar quotations from Cicero.
7. Identifies the meaning of English words derived from frequently used Latin words in Cicero's works.

D. Identifies characteristics of Cicero's style of writing.

8. Identifies the characteristics of the literary genre reflected in Cicero's writing.
9. Recognizes figures of speech and oratorical devices in Cicero's writing.

Section C
Functions Overview
Latin
Levels 3, 4, & 5 - Horace

A. Reads selections from the works of Horace.

1. Translates, with vocabulary assistance, selected poems of Horace.
2. Shows comprehension of writings of Horace, with vocabulary assistance, by answering content questions.

B. Identifies the political, social, and economic characteristics of Rome in Horace's time as exemplified in his writings.

3. Identifies and discusses major historical events and personalities of the late republic through the early empire.
4. Describes the major events in the life of Horace.
5. Understands basic cultural and historical contexts of the Latin selections.

C. Shows knowledge of the influence of the Latin language on English.

6. Recognizes familiar quotations from the works of Horace.
7. Identifies the meaning of English words derived from frequently used Latin words in the works of Horace.

D. Identifies characteristics of an lyric poetry as exemplified in the works of Horace.

8. Identifies the characteristics of lyric poetry reflected in the selected poems of Horace.
9. Recognizes poetical devices employed by Horace.

E. Scans lines written in lyric meters.

10. Scans lines of poetry in Sapphic and Alcaic meters given the patterns.
11. Reads aloud poems of Horace.

Section C
Functions Overview
Latin
Levels 3, 4, & 5 - Ovid

A. Reads selections from the works of Ovid.

  1. Translates, with vocabulary assistance, selected passages of Ovid.
  2. Shows comprehension of writings of Ovid, with vocabulary assistance, by answering content questions.

B. Identifies the political, social, and economic characteristics of Rome in Ovid's time as exemplified in his writings.

  3. Identifies and discusses major historical events and personalities of the late republic through the early empire.
  4. Describes the major events in the life of Ovid.
  5. Understands basic cultural and historical contexts of the Latin selections.

C. Shows knowledge of the influence of the Latin language on English.

  6. Recognizes familiar quotations from the works of Ovid.
  7. Identifies the meaning of English words derived from frequently used Latin words in the works of Ovid.

D. Identifies characteristics of poetry as exemplified in the works of Ovid.

  8. Identifies the characteristics of poetry common to the works of Ovid.
  9. Recognizes poetical devices employed by Ovid.

E. Scans lines written in lyric meters.

  10. Scans lines of poetry in dactylic hexameter given the pattern.
  11. Reads aloud selections from Ovid in dactylic hexameter.

Section C
Functions Overview
Latin
Levels 3, 4, & 5 - Vergil

A. Reads selections from Vergil's AENEID.

1. Translates passages, with vocabulary assistance, from Vergil's AENEID, books: I, II, IV and VI.
2. Shows comprehension of passages from Vergil's AENEID, with vocabulary assistance, by answering content questions.

B. Identifies the political, social, and economic characteristics of Rome in Vergil's time as exemplified in his writings.

3. Identifies and discusses major historical events and personalities of the Augustan Age.
4. Explains Vergil's purpose in writing the AENEID in the context of the Augustan Age.
5. Understands basic cultural and historical contexts of the Latin selections.

C. Shows knowledge of the influence of the Latin language on English.

6. Recognizes familiar quotations from Vergil's AENEID.
7. Identifies the meaning of English words derived from frequently used Latin words in the AENEID.

D. Identifies characteristics of an epic poem as reflected in the AENEID.

8. Lists the characteristics of epic poetry reflected in the AENEID.
9. Recognizes poetical devices in the AENEID.

E. Scans lines written in dactylic hexameter.

10. Scans lines of poetry in dactylic hexameter given the pattern.
11. Reads aloud in dactylic hexameter given the selected lines from the AENEID.

SECTION C
Advanced Latin: Possible Configurations of Literary Works by Roman Authors

Year-long / One Author

Vergil

Cicero

Ovid

Year-long / Combination Authors

Catullus/Cicero
Catullus/Horace
Catullus/Ovid
Sallust/Cicero
Plautus/Terence
Juvenal/Martial

Year-long / Survey Course: Brief

Catullus, Cicero Aulus Gellius, Horace, Juvenal, Martial, Nepos, Plautus, Pliny, Sallust, Terence, etc.

Section D

Expected Levels of Absolute Speaking Proficiency in Languages Taught at the Foreign Service Institute (Revised April 1973)

This chart was drawn up by the School of Language Studies of the Foreign Service Institute. It summarizes our experience with students as taught in our own classes rather than our judgments about the relative difficulty of these languages for speakers of English, though there is undoubtedly some correlation. The expected speaking proficiency for a student with a given background and a given aptitude, in a given language, after a given number of weeks, will depend not only on the difficulty of the spoken language itself, but also on the amount of time and effort that the student has had to spend in concurrent study of the writing system.

GROUP I. Afrikaans, Danish, Dutch, French, Haitian, Creole, Italian, Norwegian, Portuguese, Romanian, Spanish, Swahili, Swedish

	Aptitude for Language Learning		
Length of Training*	Minimum	Average	Superior
8 weeks (240 hours)	1	1/1+	1+
16 weeks (480 hours)	1+	2	2+
24 weeks (720 hours)	2	2+	3

GROUP II. Bulgarian, Dari, Farsi, Greek, Hindi, Indonesian, Malay, Urdu, German

	Aptitude for Language Learning		
Length of Training*	Minimum	Average	Superior
16 weeks (480 hours)	1	1/1+	1+/2
24 weeks (720 hours)	1+	2	2+/3
44 weeks (1320 hours)	2/2+	2+/3	3/3+

GROUP III. Amharic, Bengali, Burmese, Czech, Finnish, Hebrew, Hungarian, Khmer (Cambodian), Lao, Nepali, Philippino, Polish, Russian, Serbo-Croatian, Sinhala, Thai, Tamil, Turkish, Vietnamese

	Aptitude for Language Learning		
Length of Training*	Minimum	Average	Superior
16 weeks (480 hours)	0+	1	1/1+
24 weeks (720 hours)	1+	2	2/2+
44 weeks (1320 hours)	2	2+	3

GROUP IV. Arabic, Chinese, Japanese, Korean

	Aptitude for Language Learning		
Length of Training*	Minimum	Average	Superior
16 weeks (480 hours)	0+	1	1
24 weeks (720 hours)	1	1+	1+
44 weeks (1320 hours)	1+	2	2+
80-92 weeks (2400-2760 hours)	2+	3	3+

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* The number of hours is the theoretical maximum at 30 hours a week.

Section E

Modern Foreign Language Testing Considerations

Questions to be answered:

1.	How many tests?	4 per semester	
2.	What to test?	same material as used in class	
3.	How to test?	impromptu or prepared	
		interactive or solo	
		length of time	
		rating scale	
4.	Items to consider:	difficulty level	
		picture description	
		topic discussion	
		role play	
		interview	
		cue cards	
5.	Grading scale:	communication	40 pts.
		accuracy	20 pts.
		fluency	10 pts.
		vocabulary	20 pts.
		pronunciation	10 pts.
			100 pts.

The following pages are examples of how one might score oral testing and are included for convenience.

Section E

Modern Foreign Language Testing Considerations

Sample

Rating Scale

1. Unintelligible
   No language produced
   No interaction possible

2. Hardly intelligible
   Very poor language produced
   Only simplest, fragmentary interaction possible

3. Clearly intelligible
   Simple language produced
   Interaction possible
   Not articulate

4. Responsive in interaction
   Slightly more sophisticated language produced
   Consistent errors: but do not interfere with fluency
   Strong MT interference (translated patterns, etc.)

5. Almost effortless in expression
   Adequate in interaction
   Errors: Not consistent

6. Facility of expression
Comfortable, initiating in interaction
Sporadic mistakes

7. No limitation whatsoever
Near-native

Section E

Modern Foreign Language Testing Considerations

Sample

Rating Scales

Level 1: Very limited personal conversation.
Knows formulaic greetings and some vocabulary.
Cannot construct correct simple sentences.

Level 2: Personal and limited social conversation.
Can answer simple questions about personal topics correctly in present and past tenses.
Has difficulty with question formation.
Vocabulary still very limited.

Level 3: Basic competence for social and travel uses.
Has basic command of all simple tenses and can operate question and negative forms.
Shows awareness of perfect forms but makes errors in using them.
Familiar with common concrete vocabulary: still searches for words.

Level 4: Elementary professional competence.
Makes use of multiple tenses, occasional errors in tense forms.

Level 5: General proficiency on many familiar and common topics; may be at a loss for words on other topics, but is able to paraphrase successfully.
Can produce correct complex sentences; very rare errors in structural forms but makes errors in idiomatic use.

Section E

Modern Foreign Language Testing Considerations

Sample

Oral Language Rating Scale for Beginners

Name: Class: Score:

Date: Test:

	A+	A	B	C	D	F
Communication (Did you understand what was said to you and are you talking about the right thing?	40	37	34	31	28	25
Can you say something to be understood despite errors?)	20	18	16	14	12	10
Accuracy (grammatical correctness)	20	18	16	14	12	10
Fluency (Flow vs. hesitation)	10	9	8	7	6	5
Vocabulary (rich vs. limited)	10	9	8	7	6	5
Pronunciation (good to bad)	10	9	8	7	6	5

NOTES:

Section E

Modern Foreign Language Testing Considerations

Pronunciation

2 pts	Mostly incomprehensible speech
4 pts	Many errors, half incomprehensible
6 pts	Most utterances comprehensible
8 pts	Almost entirely comprehensible

Vocabulary

4 pts	Lacks basic words; inadequate
8 pts	Only fragmentary; incomplete words use
12 pts	Often lacks needed words; somewhat inaccurate usage
16 pts	Occasionally lacks basic words; generally accurate usage
20 pts	Rich and extensive vocabulary; very accurate usage

Fluency

2 pts	Speech is halting and fragmentary, long, unnatural pauses of utterances left unfinished
4 pts	Speech is very slow and uneven except for short or routine sentences
6 pts	Speech frequently hesitant and jerky; sentences may be left incomplete
8 pts	Some definite stumbling, but manages to rephrase and continue
10 pts	Speech generally natural and continuous; only slight stumbling or unnatural pauses

Grammar (Accuracy)

4 pts	Vocabulary OK, but utterances grammatically correct
8 pts	Few utterances structurally correct
12 pts	Some utterances correct, but major structural problems remain
16 pts	Many correct utterances, but definite structural problems remain
20 pts	Utterances almost always grammatically correct

Communication

16 pts	Has little comprehension and responds inaccurately in most cases
24 pts	Has some comprehension, somewhat accurate responses
32 pts	Has good comprehension, responses usually accurate
40 pts	Has excellent comprehension, very accurate responses and offers additional comments

Section E
Modern Foreign Language Evaluation Considerations

Here is an example of what a Progress Card could look like:

Name	Class	Date	Assessment		
I am able to do the following things in German, French, Spanish, Chinese, Russian, Japanese, and other ________.			Self	Other Student	Teacher
I Meeting people: - I can greet people II Personal information: - I can say my name and ask for someone else's name - I can say where I live and ask someone for the same information - I can ask for someone else's telephone number and give my own - I can talk about my family - I can say what I like and do not like, and ask others - I can say what I like and do not like doing and ask others the same - I can express what I would like to do and ask people what they want to do - I can express and ask for agreement, approval, disapproval					

Section E
Modern Foreign Language Testing Considerations
Sample Grading Criteria for Two or Three Students

Date: ....Activity/Type: ....

Objectives: ....

....

Specific Language Functions..

Pupil A ....

....

Pupil B ....

....

Pupil C ....

....

Pupil A: ....

I. Communication achieved by using the specific language functions (x2):
always most times rarely never
(Tick specific language functions above, if you wish)

II. Linguistic competence (accuracy, pronunciation, intonation, etc.).
always most times rarely never

III. Optional: response time
quick adequate slow very slow

Pupil B: ....

I. Communication achieved by using the specific language functions (x2):
always most times rarely never
(Tick specific language functions above, if you wish)

II. Linguistic competence (accuracy, pronunciation, intonation, etc.).
always most times rarely never

III. Optional: response time
quick adequate slow very slow

Pupil C: ....

I. Communication achieved by using the specific language functions (x2):

always most times rarely never

(Tick specific language functions above, if you wish)

II. Linguistic competence (accuracy, pronunciation, intonation, etc.).

always most times rarely never

III. Optional: response time

quick adequate slow very slow

Scores: Pupil A __________ Pupil B __________ Pupil C __________

Comments could be recorded at the back of the sheet

Bussiek, Horst, Georgia State Department of Education, FLAG Conference 1988.

Section E

Modern Foreign Language Testing Considerations

Sample

Assessment Based on One-To-One Teacher-Pupil Interviews

(1) One or two questions for each objective in a unit just taught

(2) Visual stimuli, cues in English, instructions in English

(3) Do written and oral test simultaneously

(4) The whole class does not have to be tested in one period. It does not matter whether they tell the others. It has to be learned.

Section E

Modern Foreign Language Testing Considerations

Sample Oral Test

1. You go into a dress store to return a dress you bought for your mother. It doesn't fit and has a spot on it. You want your money back.
2. You are a clerk in a dress store. Your customer wants to return a dress. You suggest exchanging the dress because your manager does not allow refunds.
3. You go into a computer store to buy a unit that will let you handle your income taxes, your family budget, and your insurance inventories. Ask about features available and prices.
4. You are a clerk in a computer store. Find out what your client wants and discuss different types of equipment and features. Discuss prices and arrange an appointment for a demonstration session for the client.

Individual Speaker Formats

Topics for Elaboration
Example: Schooling as a topic at different levels

I. Describe in six sentences your school, the number of students, and the courses you take at different hours.

II. In six or more sentences, tell about your schooling up to this point: where you attended, what you studied, what successes you had.

III. In six or more sentences, explain the standard high school curriculum, what it comprises, and why each element is included.

IV. In six or more sentences, cite what is right with U. S. public education but what should be done to improve it.

Pictures for Elaboration

Example: (As a topic at different levels)
a picture in color of a man and a woman talking, seated at a table in a fully furnished room, with a winter landscape visible through a window.

I. In six sentences, tell what you see in the picture: people, objects in the room, colors, etc.

II. In six or more sentences, tell what is going on in the picture, what the occasion is, what the people are talking about, and where they are.

III. In six or more sentences, make up a story about the people in the picture. Tell who they are, where they got some of the objects, what happened to them for several hours before this scene, and what they are discussing and planning.

IV. In six or more sentences, analyze the composition of the picture: how it could be rearranged for more effective use of color, more effective use of the furniture and other objects, for more comfort, etc.

Georgia's Quality Core Curriculum

Health & Physical Education Grades 9-12

Introduction to Health and Physical Education
Quality Core Curriculum
K-12

Health and Physical Education are lifelong processes which are the shared responsibility of the student, home, school, and community. The Health and Physical Education programs in Georgia Public Schools provide each student with the information and skills necessary to be active and healthy. Students have opportunities to practice and apply skills and knowledge learned. Through these programs, students are provided a foundation to be healthy and motivated to participate in physical activity in a variety of school and community settings.

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
	Health: Grade 9-12			
Alcohol, Tobacco & Other Drugs				
H.9-12.1	Determines how adolescent use of alcohol and other drugs contributes to accidents, crime, and suicide	Social Consequences		
H.9 12.2	Recalls the leading causes of teen morbidity and mortality and formulates methods of prevention of each	Risk/Prevention		
H.9-12.3	Recognizes that alcohol, tobacco, and other drug dependencies are treatable diseases/conditions and identifies appropriate community resources	Intervention		
H.9-12.4	Compares how alcohol, tobacco, and other drug use and nonuse impacts personal goals, educational opportunities, and occupational choices	Personal Consequence		
H.9-12.5	Evaluates the drug interactions that occur with using medicines in combination and their potential lethal effects	Drug Interaction		
Disease Prevention				
H.9-12.6	Lists early symptoms and long-term consequences of syphilis, gonorrhea, genital herpes, chlamydia, genital warts (HPV), HIV/AIDS and other sexually transmitted diseases	STDs		
H.9-12.7	Describes diagnostic tests and available treatments for gonorrhea and syphilis and identifies places a person can go to obtain testing and treatment	Early Detection and Treatment		
H.9-12.8	Recognizes the importance of individually abstaining from premarital and extramarital sex and intravenous drug use to prevent the spread of HIV/AIDS and other sexually transmitted diseases	Abstinence		
H.9-12.9	Identifies methods of preventing pregnancy and sexually transmitted diseases and whether or not they are effective. Abstinence is the only sure way to prevent pregnancy and sexually transmitted diseases. (Note: Does not require demonstration of contraceptive devices).	Pregnancy and Sexually Transmitted Disease Prevention		Assessment Recommendations: Note: Does not require demonstration of conceptive devices

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Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
H.9-12.10	Recognizes that Sexually Transmitted Diseases, including HIV/AIDS, are communicable diseases and that abstinence is the sure method of prevention	HIV/AIDS		
H.9-12.11	Recognizes that abstaining from sexual activity and refraining from intravenous drug use are the most effective methods of preventing HIV/AIDS.	Abstinence		
H.9-12.12	Recognizes that HIV/AIDS is caused by a virus and is currently incurable and fatal	HIV/AIDS		
H.9-12.13	Identifies the history of prevalence of HIV/AIDS in the United States	AIDS		
H.9-12.14	Demonstrates an awareness of current statistics related to Sexually Transmitted Diseases, including HIV/AIDS	Sexually Transmitted Diseases		
H.9-12.15	Recognizes known ways HIV/AIDS is transmitted and identifies behaviors that increase the risk of contracting HIV/AIDS	HIV/AIDS		
H.9-12.16	Describes clinical course of HIV/AIDS	HIV/AIDS		
H.9-12.17	Recognizes that returning to abstinence is a positive alternative to previous sexual behavior	Abstinence		
H.9-12.18	Recognizes that an uninfected, mutually faithful sexual relationship within marriage does not put a person at risk for AIDS through sexual activity	Decision-Making		
H.9-12.19	Identifies the benefits of setting personal goals for maintaining a healthy body	Goal-Setting		
H.9-12.20	Analyzes the causes, treatments, and prevention methods for cancers affecting body tissues or organs	Cancer		
H.9-12.21	Evaluates how one's genetics and health choices contribute to disease (heredity, inactivity, diet, stress, environment, infection, and degenerative processes) and proposes strategies to reduce risk	Risk Factors		

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
Family Living				
H.9-12.22	Identifies factors that promote a positive self-image (e.g., accepting responsibility; respect for self, authority and others, and self-discipline, self-control and the right to be assertive)	Self-Concept		
H.9-12.23	Identifies ways of resisting persuasive tactics regarding sexual involvement (e.g., saying "no," negotiation and using refusal and decision-making skills)	Refusal Skills		
H.9-12.24	Recognizes how sexual decisions are influenced by group pressures (e.g., community, media, and peer)	Persuasion		
H.9-12.25	Identifies social, emotional, intellectual, and economic aspects of dating	Dating		
H.9-12.26	Recognizes that having children is best undertaken in marriage	Decision-Making		
H.9-12.27	Analyzes changes in the prospective parents' lifestyles and responsibilities before and after the birth of their baby	Parental Responsibilities		
H.9-12.28	Matches various health needs and problems with the associated local health service agencies, clinics, and other advisory services	Health Consumerism		
Growth and Development				
H.9-12.29	Understands how conception occurs and describes human fetal development from conception through birth	Human Reproduction		
H.9-12.30	Analyzes and describes the relationship between the glands and hormones that control the secondary sex characteristics	Endocrine System		
H.9-12.31	Lists ways heredity and environment affect human growth and development	Heredity and Environment		

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
Mental Health				
H.9-12.32	Analyzes stress and its effects on all aspects of health and wellness	Stress		
H.9-12.33	Develops and practices effective coping skills for managing stress to prevent self-destructive behaviors (e.g., suicide)	Stress Management		
H.9-12.34	Demonstrates effective communication skills and resistance skills (e.g., nature of conflict, feelings, active listening, effective communication skills, and empathy)	Conflict Resolution		Skills Communication
H.9-12.35	Demonstrates characteristics of a healthy decision- maker	Decision Making		
H.9-12.36	Explores the increased responsibility in the transition from adolescence to adulthood and proposes ways to make these changes easier	Maturation		
Nutrition				
H.9-12.37	Evaluates diet relative to personal needs, dietary guidelines, and energy balance (caloric intake vs. energy expenditure) and designs a plan for improvement	Dietary Guidelines		
H.9-12.38	Analyzes a variety of weight management plans for sound nutritional practices and their lifelong effects on health	Weight Management		
H.9-12.39	Modifies personal diet relative to special needs (e.g., vegetarians, athletes, diabetics, food allergies, etc.)	Dietary Guidelines		Skills Meal Planning Modifications
H.9-12.40	Analyzes the reliability of various sources of food and nutrition information (e.g., dietary supplements, diet aids, fad diets, food additives, and food labels)	Misinformation		
H.9-12.41	Applies critical thinking skills to analyze marketing and advertising methods for influencing food choices	Marketing Strategies		

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
Personal Health				
H.9-12.42	Correlates hygiene and grooming habits with employment opportunities and building relationships.	Hygiene		Skills Goal Setting
Safety				
H.9-12.43	Demonstrates ability to properly respond to life-threatening cardiopulmonary emergencies	First Aid/Cardiopulmonary Resuscitation		
H.9-12.44	Identifies threats to personal safety (e.g., incest, rape, date rape).	Violence Prevention		
H.9-12.45	Identifies local support system concerning personal safety (e.g., family, teacher, religious advisor, friend, and counseler).	Resources		

Georgia Quality Core Curriculum

Physical Education: Grade 9-12

High School

Strand	Content Standard	Topic	Concept	Notes
PE.9-12.1	Participates in fitness assessment and developmentally appropriate health-related fitness activities	Physical Fitness	Health Related	Skills: Pre-test/Post-test Assessment Cardiovascular- muscular strength, endurance, flexibility, and body composition Assessment Recommendations: Fitness Gram, Peer Observation
PE.9-12.2	Uses fitness assessment results to establish individual goals for all five health-related fitness component areas	Physical Fitness	Health-Related	Skills: Setting goals Assessment Recommendations: Portfolio, completion of personal fitness goal development
PE.9-12.3	Develops a personal fitness plan designed to attain stated fitness goals	Physical Fitness	Health-Related	Skills: Designing fitness plan Assessment Recommendations: Completion of fitness program and planning to include frequency, intensity, and duration of training for flexibility, cardiovascular, and strength development
PE.9-12.4	Implements a personal fitness plan and assesses outcomes following a period of training	Physical Fitness	Health-Related	Skills: Developing fitness plan Assessment Recommendations: Implement plan, monitor progress, revise plan, and complete a written self-evaluation of personal fitness plan

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
PE.9-12.5	Pursues physical activities that promote health-related fitness, relieve tension, and control weight in both school and nonschool settings.	Physical Fitness	Health-Related	Skills Participating in activities managing stress and controlling weight Assessment Recommendations Completion of personal fitness log/journal keeping track of frequency and type of activity
PE.9-12.6	Analyzes how activity participation patterns change throughout life and expresses strategies to deal with these changes.	Physical Fitness	Health-Related	Skills Reflective thinking Assessment Recommendations Written evaluation of activities and appropriateness/availability of activities for various stages of life

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Georgia Quality Core Curriculum

Physical Education (Elective): Grade 9-12

High School

Strand	Content Standard	Topic	Concept	Notes
PE.9-12.7	Exhibits a level of competency, advancing to a level of proficiency, in a particular skill Uses skills consistently in the appropriate setting	Individual and Dual Sports and Lifetime Activities	Aquatics, Archery, Badminton, Bowling, Golf, Gymnastics, Handball, Racquetball, Rollerblading, Tennis, Track and Field, and Wrestling	Skills Using sports skills Assessment Recommendations: Portfolio development, documenting ability to be competent in different movement forms with support from a video of performance, certificate from a recognized sport agency, or written and skill evaluations, teacher observations or game play
PE.9-12.8	Applies rules and strategies of sport or activity appropriately	Individual and Dual Sports and Lifetime Activities	Aquatics, Archery, Badminton, Bowling, Golf, Gymnastics, Handball, Racquetball, Rollerblading, Tennis, Track and Field, and Wrestling	Skills Playing games Assessment Recommendations: Portfolio development, documenting ability to be competent in different movement forms with support from a video of performance, certificate from a recognized sport agency, or written and skill evaluations, teacher observations or game play
PE.9-12.9	Displays appropriate etiquette, interactions, care of equipment, and safety during the activity	Individual and Dual Sports and Lifetime Activities	Aquatics, Archery, Badminton, Bowling, Golf, Gymnastics, Handball, Racquetball, Rollerblading, Tennis, Track and Field, and Wrestling	Skills Displaying sportsmanship Assessment Recommendations: Portfolio development, documenting ability to be competent in different movement forms with support from a video of performance, certificate from a recognized sport agency, or written and skill evaluations, teacher observations or game play

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Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
PE.9-12.10	Identifies and applies critical elements essential to competent and proficient performance	Individual and Dual Sports and Lifetime Activities	Aquatics, Archery, Badminton, Bowling, Golf, Gymnastics, Handball, Racquetball, Rollerblading, Tennis, Track and Field, and Wrestling	Skills Strategies Assessment Recommendations Video analysis, skills used, strategies used, list of critical elements, and suggestions for practice procedures and a conditioning program
PE.9-12.11	Describes principles of training and conditioning appropriate to specific sports activities	Individual and Dual Sports and Lifetime Activities	Aquatics, Archery, Badminton, Bowling, Golf, Gymnastics, Handball, Racquetball, Rollerblading, Tennis, Track and Field, and Wrestling	Skills Using fitness concepts Assessment Recommendations Video analysis, skills used, strategies used, list of critical elements, and suggestions for practice procedures and a conditioning program
PE.9-12.12	Exhibits a level of competency, advancing to a level of proficiency in a particular skill, and performs basic skills with consistency in the appropriate setting	Team Sports	Basketball, Baseball, Field Hockey, Flag Football, Soccer, Softball, Team Handball, and Volleyball	Skills: Catching, dribbling (hands and feet), kicking, striking, throwing, volleying, defense, and offense Assessment Recommendations Portfolio development, documenting ability to be competent in different movement forms with support from a video of performance, certificate from a recognized sport agency, or written and skill evaluations, teacher observations or game play
PE.9-12.13	Applies rules and strategies of the sport or activity appropriately	Team Sports	Basketball, Baseball, Field Hockey, Flag Football, Soccer, Softball, Team Handball, and Volleyball	Skills: Playing games Assessment Recommendations Student reports and discussions of ethical and fair play exhibited in a game, written tests on rules

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Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
PE.9-12.14	Displays appropriate etiquette, interaction, care of equipment, and safety during an activity.	Team Sports	Basketball, Baseball, Field Hockey, Flag Football, Soccer, Softball, Team Handball, and Volleyball	Skills: Displaying sportsmanship Assessment Recommendations: Written reports regarding confrontations that may occur in sports, the resolution of the confrontation, factors that led to the confrontation, and ways to avoid the confrontation
PE.9-12.15	Identifies and applies critical elements essential to competent performance.	Team Sports	Basketball, Baseball, Field Hockey, Flag Football, Soccer, Softball, Team Handball, and Volleyball	Skills: Strategies Assessment Recommendations: Video analysis, skills used, strategies used, list of critical elements, suggestions for practice procedure and suggestions for conditioning program
PE.9-12.16	Describes principles of training and conditioning appropriate to specific sports and activities.	Team Sports	Basketball, Baseball, Field Hockey, Flag Football, Soccer, Softball, Team Handball, and Volleyball	Skills: Using fitness concepts
PE.9-12.17	Appreciates the influence of participation in physical activity as it relates to cultural, ethnic, gender, and physical diversity.	Team Sports	Basketball, Baseball, Field Hockey, Flag Football, Soccer, Softball, Team Handball, and Volleyball	Skills: Cultural appreciation Assessment Recommendations: Student reports, research of physical activities in other cultures and plan festivals with an international theme
PE.9-12.18	Exhibits a level of competency, advancing to a level of proficiency in a particular skill. Performs basic skills with consistency in the appropriate setting.	Outdoor Activities	Archery, Backpacking, Camping, Cycling, Fishing, Hiking, Orienteering, Rifle Safety, Ropes Course, and Group Initiative Activities	Skills: Outdoor pursuits Assessment Recommendations: Portfolio development documenting ability in outdoor movement from journals and certificates of performance from a recognized sport agency

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
PE.9-12.19	Applies rules and strategies of the activity appropriately	Outdoor Activities	Archery, Backpacking, Camping, Cycling, Fishing, Hiking, Orienteering, Rifle Safety, Ropes Course, and Group Initiative Activities	Skills Strategies, safety Assessment Recommendations Written and skill evaluations, teacher observation
PE.9-12.20	Displays appropriate etiquette, interaction, care of equipment, and safety with regard to the outdoor environment	Outdoor Activities	Archery, Backpacking, Camping, Cycling, Fishing, Hiking, Orienteering, Rifle Safety, Ropes Course, and Group Initiative Activities	Skills: Environmental appreciation, group cooperation Assessment Recommendations Student reports, written tests and plan outings
PE.9-12.21	Exhibits a level of competency, advancing to a level of proficiency given a particular skill Performs basic skills with consistency in the appropriate setting	Dance	Aerobic Dance, Folk Dance, Square Dance, and Line Dance	Skills: Using fitness concepts, creating dance sequences Assessment Recommendations Portfolio development documenting ability to be competent in different dance forms with support from a video performance, certificate from a recognized agency, written skill evaluation, or teacher observations
PE.9-12.22	Displays appropriate etiquette and ways of interacting in the dance setting	Dance	Aerobic Dance, Folk Dance, Square Dance, and Line Dance	Skills: Cooperating Assessment Recommendations: Student-designed dances
PE.9-12.23	Identifies and applies critical elements essential to competent performance	Dance	Aerobic Dance, Folk Dance, Square Dance, and Line Dance	Skills: Performing creative movements Assessment Recommendations Video analysis, lists of cultural elements, strategies used, skills used, and suggested practice procedures

Strand	Content Standard	Topic	Concept	Notes
PE.9-12.24	Appreciates the influence of participation in dance as it relates to cultural, ethnic, gender, and physical diversity	Dance	Aerobic Dance, Folk Dance, Square Dance, and Line Dance	Skills Cultural appreciation Assessment Recommendations Student reports, research dances of other cultures, and plan international dance festivals

Georgia's Quality Core Curriculum

Fine Arts
Grades 9-12

Introduction to Fine Arts
Quality Core Curriculum
K-12

The revised Quality Core Curriculum (QCC) for Fine Arts reflects intense efforts on the part of educators in dance, music, theatre, and visual arts to coordinate the scope and sequence in all Fine Arts areas. The revision provides standards that represent four major ways of responding to or creating the arts. A discipline-based approach for dance, music, theatre, and visual arts is emphasized. The Fine Arts QCC strands in all areas are:

- **Artistic Skills and Knowledge: Creating, Producing, Performing**
  Developing skills and organizing knowledge for creating, producing, and performing the Fine Arts
- **Historical and Cultural Context**
  Examining the Fine Arts as creative expression of humankind's relationship to historical, cultural, and social context
- **Critical Analysis and Aesthetic Understanding**
  Responding to the Fine Arts through critical analysis and aesthetic understanding
- **Connections**
  Identifying and expanding connections within the Fine Arts and other disciplines

The revised Fine Arts QCC will arrive in Georgia schools as the Year for Arts Education is celebrated across the state. Stressing the importance of the arts in the total education of all Georgia students is the primary focus of the celebration. The Fine Arts QCC revision provided continuity, clarity, consistency, and comprehensive standards for all Georgia students participating in Fine Arts education.

Introduction to Dance
Quality Core Curriculum
K-12

The Quality Core Curriculum (QCC) supports dance taught in a physical education context while recognizing that dance is a fine art. Content objectives that may be appropriate within a physical education curriculum are indicated. The QCC objectives recognize the fullest range of dance as an art form with the highest expectations for students participating in this curriculum. The Georgia Department of Education QCC for Dance is based on an educational framework that embraces the highest academic standards and values as well as the philosophy and standards of the GOALS 2000/ Educate America Act.

Each content standard represents a broad or general objective and may be introduced and developed over several grades and through multiple lessons. The content standard is not inclusive of all potential movements, steps, skills or approaches related to the standard or dance activity. The QCC is designed *as a guide and suggests standards for students in dance* with the expectation that the institution or instructor will develop the specific curriculum and lesson plans within the QCC framework. Therefore, the *specific objective* to be mastered relates to the instructor's qualifications, the unique student body, class size, and overall environment and philosophy of the school.

Content is categorized by topic and is presented in four clusters (K-2, 3-5, 6-8, 9-12) with allowances for progression. Some regard is given but not restricted to *prioritized teaching order.* Elements listed (e.g., push-pull, collapse, rise, etc.) within an objective and across objectives are not in any hierarchical placement. They are listed as examples to be integrated into the lesson plan appropriate to the teacher's expertise and the students' needs and abilities. Similarly, examples of techniques are not representative of status or educational preference.

The content standards represent seven topics or categories of knowledge, derived from a DBAE (Discipline Based Arts Education) framework. These include:

- Training and technique
- Elements of movement
- Criticism
- Composition (includes aesthetics)

- Multi-cultural context
- Dance wellness
- Interdisciplinary studies

Topics for content standards sometimes overlap and intersect; however, the one indicated in the topic column is the major focus.

The terms *Dance Technique Principles* and *Elements of Movement* are used. Elements of Movement includes aspects of *space, shape* and *force*. The writers of this document recognize and agree that *time* is often referred to as an element of movement, but it is addressed through the interdisciplinary nature of music as it relates to dance. For clarification, the glossary offers definitions of other terms used in the QCC document. This is by no means a complete list of dance terminology. Resources are provided for further reference.

Dance Glossary

Aesthetic criteria. Standards on which to make judgments about the artistic merit of a work of art.

Alignment. Proper body posture for dance.

Artistry. Creative expression of one's thoughts, feelings, and ideas through an artistic performance.

Body shapes. The spatial contour the body makes such as curved, angular, twisted, or straight.

Centering. Using proper body alignment to maintain one's balance.

Choreographic structure. The specific compositional forms in which movement is structured to create a dance, such as themes, variation, canon, aba, rondo, etc.

Choreography. The process of making a dance which involves the understanding of choreographic principles, processes, and structures.

Clarity. Execution of technical dance steps in a clear and concise manner.

Combination: Series of technical dance steps performed by the dancer.

Composition. Using combinations of movement or movement phrases to form a greater body of work.

Dynamics. The expressive content of human movement, sometimes called qualities, in particular, the way in which energy is used.

Energy. An element of dance; the force and quality of movement defined by the degree of impetus and effort.

General space. A defined area of space through which dancers can travel using all the available space. The area of space could include a dance studio, gym, or classroom.

Improvisation. Movement that is created spontaneously; occurring within free structured environments, but always with an element of chance. Provides the dancer with opportunity to bring together elements quickly, and requires focus and concentration. Improvisation can be instant and simultaneous choreography and performance.

Kinesthetic awareness. The ability of the body's sensory organs in the muscles, tendons, and joints to respond to stimuli while dancing or viewing a dance.

Levels. The height of the dance in relation to the floor. Levels in space are referred to as high, middle, and low.

Locomotor movement. Movement that travels from place to place, usually identified by weight transference on the feet. Basic locomotor steps are the walk, run, leap, hop, and jump and the irregular rhythmic combinations of the skip, glide and gallop.

Movement quality. The identifying attributes created by the release, follow-through, and termination of energy, which are key to making movement become dance. Typical terms denoting qualities include sustained, percussive, collapse, and vibratory. It also includes the effort actions created by specific combinations of space, time, and energy, such as float, dab, punch, glide, press, flick, slash, and wring developed by Rudolph Laban.

Movement phrase. Dance sequences that have a sense of completion.

Movement theme. A complete idea in movement that is manipulated and developed within a dance.

Musicality: Ability to respond to a rhythm while moving.

Negative space. The empty or open space created when a shape is made by the body.

Nonlocomotor/axial movement. Any movement that occurs in one location in space using the available space in any direction or movement organized around the axis of the body rather than designed for travel from one location to another. Bending, twisting, stretching, and swinging are examples of axial movement.

Partnering. Leading, following, or mirroring someone.

Pathway. The path traced as movement proceeds through space. A pathway may be either on the floor or through the air and is constructed of straight and/or curved lines.

Personal space. The "space bubble" or the kinesphere that one occupies; it includes all levels, planes, and directions both near and far from the body's center.

Positive space. The filled space created by the body when a shape is made in space.

Rhythmic acuity. The kinesthetic, auditory recognition of, and response to various complex time elements.

Spatial concept. One's relationship to the space around them.

Style. A distinctive manner of moving; the characteristic way dance is done, created, or performed that identifies the dance of a particular performer, choreographer, or period (e.g., ballet, modern, jazz, folk, tap).

Time. An element of dance which measures tempo/speed and force/energy.

Technique. Refined physical skills pertaining to a particular style of dance.

Time. The quality of movement dealing with speed, tempo, rhythm, and duration of an action or phrase.

Vibratory. Percussive movement; a series of quivering, fluttering movements when extreme tension is applied to the body.

Warm-up. Movements and/or movement phrases designed to raise the core body temperature, move the body through a preparatory range of movement, and bring the mind into focus for the dance.

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes

Fine Arts: Dance: Grade 9-12

Artistic Skills and Knowledge: Creating, Performing, Producing

Strand	Content Standard	Topic	Concept	Notes
FAD.9-12.1	Demonstrates refined understanding of warm-up sequences characteristic of a specific dance technique.	Training and Technique	Health	
FAD.9-12.2	Identifies health issues important to dance training.	Dance Wellness	Health	
FAD.9-12.3	Recognizes and uses dance as a means of physical fitness and wellness.	Dance Wellness	Health	
FAD.9-12.4	Demonstrates coordination, flexibility, and strength.	Training and Technique	Health	
FAD.9-12.5	Demonstrates a comprehensive understanding of the elements of movement and dance technique principles.	Training and Technique	Elements of Dance	
FAD.9-12.6	Demonstrates proficiency in the use of dance terminology through physical, written, and oral expression.	Training and Technique	Elements of Dance	
FAD.9-12.7	Describes and demonstrates aesthetic qualities particular to various styles of dance.	Training and Technique	Technique	
FAD.9-12.8	Demonstrates positive work habits and self discipline through the design and completion of individual and collaborative dance projects.	Training and Technique	Elements of dance	
FAD.9-12.9	Demonstrates technical proficiency in the performance of a variety of dance styles.	Training and Technique	Technique	
FAD.9-12.10	Develops artistry and individuality of expression through various dance styles.	Training and Technique		
FAD.9-12.11	Illustrates choreographic versatility through experimentation with different movement approaches.	Composition		

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
FAD.9-12.12	Utilizes more complex principles of the choreographic process through manipulation of movement (e.g., retrograde, motif, development, and canon)	Composition		
FAD.9-12.13	Creates and defends a complete choreographic work	Composition		

Connections

Strand	Content Standard	Topic	Concept	Notes
FAD.9-12.14	Demonstrates the ability to incorporate technological resources into a dance context.	Interdisciplinary	Critical Thinking	
FAD.9-12.15	Integrates dance with other arts, sciences, and humanities	Interdisciplinary	Aesthetic Perception	
FAD.9-12.16	Explores various careers in dance and dance-related fields	Interdisciplinary		

Critical Analysis and Aesthetic Understanding

Strand	Content Standard	Topic	Concept	Notes
FAD.9-12.17	Creates and analyzes dance compositions including forms of narrative collage, ABA, abstraction, theme, and development	Criticism		
FAD.9-12.18	Observes and critiques dance performances applying principles of dance criticism, terminology, and historical cultural perspectives	Criticism	Critical Thinking	
FAD.9-12.19	Understands and communicates the mutual relationship between dance and human experience	Criticism	Aesthetic Perception	

Historical and Cultural Context

Strand	Content Standard	Topic	Concept	Notes
FAD.9-12.20	Researches and presents in oral or written format an understanding of dance as a means of expressing a culture's values, religious tradition, social mores, and historical periods	Multicultural Context		
FAD.9-12.21	Represents a comprehensive understanding of the historical development of Western theatrical dance	Multicultural Context		

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
FAD.9-12.22	Compares and contrasts two forms of non-Western dance	Multicultural Context		

Introduction to Music
Quality Core Curriculum
K-12

In revising the Georgia Quality Core Curriculum (QCC) for Music, the music subcommittee of the fine arts committee, maintains the emphasis on content knowledge, aesthetic analysis and appreciation, and creative and technical skills. The original draft of the music curriculum was submitted to schools during the winter of 1997. More than 200 pages of educators' responses to the initial draft were studied carefully by the committee, and many further revisions were made based on those responses. The scope and sequence of the instructional program have been correlated through all music areas. The fine arts committee defined four strands for the arts that provided the overall framework for the revision. This music guide delineates the strands, topics, and content standards which are expected of all participants. Connections with all fine arts and other curricula have been addressed, and uses of technology resources have been identified.

Knowledge and understanding of music are essential components of education. Music is a valid core discipline in its own right; however, music enhances problem-solving skills, improves discipline, and cultivates social development. The revised QCC for Music includes content standards for General Music (K-8), Band (4-12), Choral (4-12), String Orchestra (4-12), Guitar/Class Piano (6-12), Music Appreciation (6-12), and Music Theory and Composition (9-12).

The fundamental purpose of the study of music in the schools is to develop (1) artistic skills and knowledge, such as creating, performing, and producing; (2) critical analysis and aesthetic understanding; (3) interdisciplinary connections; and (4) historical and cultural context.

Students in the early stages of music education learn by doing. Singing, listening, playing instruments, moving, performing, and creating enable them to develop artistic skills and knowledge. This also provides students with an insight into the form and structure of music - developing their creativity. Broad experience with a variety of music assists the student in making informed musical judgments. The experience further enables them to understand the connections and relationships to other disciplines. Students must be exposed to and understand their own historical and cultural heritage as well as that of others.

The committee encourages the use of available technology to reinforce and enhance student exploration and technical development and to assist them in transcribing and composing music. We also recognize the importance of collaboration among the arts and other disciplines in producing performances.

Students who receive General Music instruction once during the middle school should be taught from the content standards of the sixth grade General Music curriculum. The music appreciation curriculum may be selected in place of the General Music curriculum if music is taught in an exploratory program of six or nine weeks. A curriculum in choral, band, and stringed instruments for grades 4-8 has been provided, taking into account the differences in school systems' course offerings. Each school system is to use the part of this curriculum that applies to it and correlate the curriculum with the grade in which these subjects are taught. School systems should use the content standards that are developmentally appropriate for the students in their music programs.

Many music programs include auxiliary performing groups that are outgrowths of the basic programs. Such groups may include jazz ensemble, show choir, boys' and girls' ensembles, and chamber groups. While no specific content standards were designated for these organizations, the curricula for band, chorus, and orchestra were developed around accepted principles of good musicianship. These standards should be used to guide the training of students in the auxiliary music programs as well as the basic programs.

Music Glossary

Articulation. In performance, the characteristics of attack and decay of tones and the manner and extent to which tones in sequence are connected or disconnected.

Body percussion. Sounds produced by use of the body, e.g., clap, snap, pat, tap, stamp, whistle, etc.

Classroom instruments. Instruments typically used in the general music classroom including, e.g., recorder-type instruments, auto harp, mallet instruments, simple percussion instruments, fretted instruments, keyboard instruments, and electronic instruments.

Competency level. Proficiency level corresponding with the musical ability of the student.

Cultural. The customs and/or beliefs of a racial, religious, or social group.

Chording instruments. Instruments which enable the performer to sound chords.

Dynamic levels, dynamics. Degrees of loudness.

Developmentally appropriate. The instructional level at which students may most effectively assimilate new information.

Elements of music. Pitch, rhythm, harmony, dynamics, timbre, texture, form.

Environmental sounds. Sounds that naturally occur or which can be produced from materials found in the environment.

Expressive qualities. Any articulation, dynamic, or tempo marking used to interpret music.

Ethnic music. Musical forms or styles indigenous to a specific culture.

Folk source. Identification of a specific genre.

Form. The overall structural organization of a music composition (e.g., AB, ABA, call and response, rondo, theme and variations, sonata-allegro) and the interrelationships of music events within the overall structure.

Formal structure. See *Form.*

Genre. A type or category of music (e.g., sonata, opera, oratorio, art song, gospel, suite, jazz, madrigal, march, work song, lullaby, barbershop, Dixieland).

Intonation. The degree to which pitch is accurately produced in performance, particularly among the players in an ensemble.

Line notation. Horizontal or vertical use of a line to denote rhythm, beat, pitch, and melodic direction.

Meter. The grouping in which a succession of rhythmic pulses or beats is organized; indicated by a meter signature at the beginning of a work.

Meter signature / time signature. An indicator of the meter of a musical work, usually presented in the form of a fraction, the denominator of which indicates the unit of measurement and the numerator of which indicates the number of units that make up a measure.

Media. Written, visual, audible, and technological resources.

Musical heritage. Knowledge of historical and cultural backgrounds.

Ostinato. Short musical patterns that are repeated persistently through some composition.

Pre-notation symbols. Line notation of rhythm and/or melody.

Style. The distinctive or characteristic manner in which the elements of music are treated. In practice, the term may be applied to, e.g., composers (the style of Copeland), periods (Baroque style), mediums (keyboard style), or genre (operatic style, bluegrass style).

Technical accuracy, technical skills. The ability to perform with appropriate timbre, intonation, and diction and to play or sing the correct pitches and rhythms.

Timbre. The character or quality of a sound that distinguishes one instrument, voice, or other sound source from another.

Tonality. The harmonic relationship of tones with respect to a definite center or point of rest; fundamental to much of Western music from ca. 1600.

Technique. The ability to perform with appropriate timbre, intonation, and diction; to play or sing the correct pitches and rhythms.

Technology. A manner of accomplishing a task using technical processes and equipment, methods, and knowledge.

Texture. The quality of sound produced by using a greater or lesser number of musical instruments, voices, or chordal tones within a given section of a musical composition.

Georgia Quality Core Curriculum

Fine Arts: Music: Band: Grade 9-12

Artistic Skills and Knowledge: Creating, Performing, Producing

Strand	Content Standard	Topic	Concept	Notes
FAM(B).9-12.1	Demonstrates correct playing position and posture for chosen instrument.	Knowledge	Technique	
FAM(B).9-12.2	Demonstrates correct breathing, embouchure, articulation, vibrato and technical skills appropriate to the chosen instrument and developmental level.	Knowledge	Technique	
FAM(B).9-12.3	Performs as part of an ensemble	Performance Skills	Rhythm, melody, harmony, form, timbre, expressive qualities, notation, technique and musical heritage	
FAM(B).9-12.4	Performs class literature to expected competency level	Performance Skills	Rhythm, melody, harmony, form, timbre, expressive qualities, notation, technique and musical heritage	
FAM(B).9-12.5	Reads music to the expected competency level of the class	Performance Skills	Rhythm, melody, harmony, form, timbre, expressive qualities, notation, technique and musical heritage	
FAM(B).9-12.6	Demonstrates ability to perform individually, in small groups and as a member of an ensemble	Performance Skills	Rhythm, melody, harmony, form, timbre, expressive qualities, notation, technique and musical heritage	
FAM(B).9-12.7	Tunes instrument accurately to appropriate sound sources and/or electronic tuners	Knowledge	Technique	
FAM(B).9-12.8	Demonstrates an acceptable level of intonation in playing alone and as part of a group	Knowledge	Technique	
FAM(B).9-12.9	Demonstrates correct breathing, embouchure, articulation, characteristic tone, vibrato and technical skills appropriate to the chosen instrument and developmental level	Knowledge	Technique	

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
FAM(B).9-12.10	Demonstrates knowledge of vibrato.	Knowledge	Expressive qualities and technique	
FAM(B).9-12.11	Demonstrates understanding of phrase and melody through performance.	Knowledge	Rhythm, melody, harmony, form, timbre, expressive qualities, notation, technique and musical heritage	
FAM(B).9-12.12	Recognizes harmonic structure and demonstrates an awareness of its role through performance.	Knowledge	Harmony	
FAM(B).9-12.13	Recognizes key signatures of performed music and performs appropriate scales and arpeggios from memory.	Knowledge	Melody, harmony, notation and technique	
FAM(B).9-12.14	Identifies the timbre of band instruments.	Knowledge	Timbre	
FAM(B).9-12.15	Demonstrates knowledge of music vocabulary necessary for study, rehearsal and performance of music.	Knowledge	Rhythm, melody, harmony, form, timbre, expressive qualities, notation and musical heritage	
FAM(B).9-12.16	Recognizes tonal balance in relation to tutti, solo/soli passages and lightly scored compositions.	Knowledge	Balance	
FAM(B).9-12.17	Uses print and nonprint media to access music information.	Knowledge	Musical heritage	
FAM(B).9-12.18	Performs interpretations of and/or improvisations of music repertoire.	Creative Skills	Rhythm, melody, harmony, expressive qualities and technique	
FAM(B).9-12.19	Creates, notates and performs a simple composition for chosen instrument(s) or ensemble.	Creative Skills	Rhythm, melody, harmony, form, timbre, expressive qualities, notation, technique and musical heritage	
FAM(B).9-12.20	Describes how technology is used to transcribe, edit, compose and perform music on a computer station.	Knowledge	Rhythm, melody, harmony, form, timbre, expressive qualities and musical heritage	

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
FAM(B).9-12.21	Arranges and transcribes melodies for a variety of instruments	Creative Skills	Timbre and notation	
FAM(B).9-12.22	Responds appropriately to conducting techniques used by the director	Performance Skills	Expressive qualities	
FAM(B).9-12.23	Performs with characteristic tone quality at the expected competency level	Performance Skills	Timbre	

Critical Analysis and Aesthetic Understanding

Strand	Content Standard	Topic	Concept	Notes
FAM(B).9-12.24	Demonstrates appropriate understanding of form in literature performed	Knowledge	Form	
FAM(B).9-12.25	Makes critical judgments about music commensurate with level of musical maturity			

Historical and Cultural Context

Strand	Content Standard	Topic	Concept	Notes
FAM(B).9-12.26	Identifies and compares performance styles from various historical eras of music	Knowledge	Musical heritage	
FAM(B).9-12.27	Demonstrates knowledge of composers of selected class repertoire and the historical/cultural context of works being performed	Knowledge	Musical heritage	
FAM(B).9-12.28	Performs music from various historical periods with correct style.	Performance Skills	Musical heritage	
FAM(B).9-12.29	Describes the evolution and history of band instruments	Knowledge	Timbre and musical heritage	
FAM(B).9-12.30	Describes awareness of careers in music	Knowledge	Musical Heritage	
FAM(B).9-12.31	Identifies the role ethnic performers and composers have played in the evolution of musical style and form.	Knowledge	Musical Heritage	

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Georgia Quality Core Curriculum

Fine Arts: Music: Choral Music: Grade 9-12

Artistic Skills and Knowledge: Creating, Performing, Producing

Strand	Content Standard	Topic	Concept	Notes
FAM(CM).9-12.1	Demonstrates correct posture for singing	Performance Skills	Technique	
FAM(CM).9-12.2	Demonstrates correct breathing techniques for vocal production	Performance Skills	Technique	
FAM(CM).9-12.3	Sings accurate pitches and rhythms	Performance Skills	Rhythm, Melody and Technique	
FAM(CM).9-12.4	Sings with clear vowel sounds, proper diction and appropriate tone quality	Performance Skills	Technique	
FAM(CM).9-12.5	Sings scales and arpeggios and vocalizes from memory	Performance Skills	Melody and Technique	
FAM(CM).9-12.6	Sings the assigned part in an ensemble, with and without accompaniment	Performance Skills	Melody, Harmony and Technique	
FAM(CM).9-12.7	Demonstrates proficiency in sight-reading at the expected competency level	Performance Skills	Notation and Expressive Qualities	
FAM(CM).9-12.8	Performs selected music repertoire at the expected competency level	Performance Skills	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation and Technique	
FAM(CM).9-12.9	Demonstrates ability to perform individually, in small groups, and as a member of an ensemble	Performance Skills	Rhythm, Melody, Harmony, Notation and Expressive Qualities	
FAM(CM).9-12.10	Performs as part of an ensemble	Performance Skills	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique and Musical Heritage	
FAM(CM).9-12.11	Sings from memory selected music for public performance	Performance Skills	Technique	

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Strand	Content Standard	Topic	Concept	Notes
FAM(CM).9-12.12	Responds appropriately to conducting techniques used by the director	Performance Skills	Expressive Qualities	
FAM(CM).9-12.13	Recognizes key signatures and tonality of performed music	Knowledge	Melody, Harmony, and Notation	
FAM(CM).9-12.14	Identifies differences in scales and harmonies from aural, and visual examples	Knowledge	Melody, Harmony, and Notation	
FAM(CM).9-12.15	Demonstrates knowledge of form in repertoire	Knowledge	Form	
FAM(CM).9-12.16	Identifies various types of voices heard in choral performances	Listening Skills	Timbre	
FAM(CM).9-12.17	Demonstrates knowledge of music vocabulary necessary for study, rehearsal, and performance of music	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage	
FAM(CM).9-12.18	Identifies the characteristics of performance styles of music being rehearsed, and performed	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, and Expressive Qualities	
FAM(CM).9-12.19	Uses print and nonprint media to locate definitions of musical terms and to translate foreign language texts	Knowledge	Expressive Qualities and Musical Heritage	
FAM(CM).9-12.20	Describes how technology is used to transcribe, edit, compose and perform music on a computer station	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, and Musical Heritage	

Critical Analysis and Aesthetic Understanding

Strand	Content Standard	Topic	Concept	Notes
FAM(CM).9-12.21	Interprets meaning of texts in repertoire	Knowledge	Expressive Qualities and Musical Heritage	
FAM(CM).9-12.22	Recognizes relationship of text to music elements in repertoire (e.g., rhythm, melody, harmony, form, tempo, dynamics, phrase and tonality).	Knowledge	Rhythm, Melody, Harmony, Form, and Expressive Qualities	

Strand	Content Standard	Topic	Concept	Notes
Historical and Cultural Context				
FAM(CM).9-12.23	Explains the importance of contributions of various ethnic cultures to selected repertoire	Knowledge	Musical Heritage	
FAM(CM).9-12.24	Demonstrates knowledge of composers of selected class repertoire and the historical/cultural context of works being performed	Knowledge	Musical Heritage	

Georgia Quality Core Curriculum

Fine Arts: Music: Guitar/ Piano Class: Grade 9-12

Artistic Skills and Knowledge: Creating, Performing, Producing

Strand	Content Standard	Topic	Concept	Notes
FAM(GP).9-12.1	Demonstrates proficiency in sight-reading at the expected competency level	Performance Skills	Notation and Expressive Qualities	
FAM(GP).9-12.2	Demonstrates correct positioning and posture for the instrument	Performance Skills	Technique	
FAM(GP).9-12.3	Demonstrates correct fingering techniques and hand and arm motion	Performance Skills	Technique	
FAM(GP).9-12.4	Performs class repertoire to expected competency level	Performance Skills	Expressive Qualities and Notation	
FAM(GP).9-12.5	Demonstrates the ability to perform individually and as a member of an ensemble	Performance Skills	Rhythm, Melody, Harmony, Expressive Qualities, and Notation	
FAM(GP).9-12.6	Demonstrates an increasing awareness of intonation and tunes instrument (guitar) with assistance	Knowledge	Technique	
FAM(GP).9-12.7	Performs appropriate scales and arpeggios from memory.	Performance Skills	Melody, Harmony and Technique	
FAM(GP).9-12.8	Performs melodies with appropriate phrasing and articulation	Performance Skills	Melody and Expressive Qualities	
FAM(GP).9-12.9	Demonstrates knowledge of formal structure of class repertoire	Knowledge	Rhythm, Melody, Harmony, and Form	
FAM(GP).9-12.10	Recognizes from notation the tonality of music performed in the class	Knowledge	Notation and Harmony	
FAM(GP).9-12.11	Recognizes chordal structure (major, minor, augmented, and diminished) and relates it to key and scale	Knowledge	Harmony	

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
FAM(GP).9-12.12	Demonstrates knowledge of music vocabulary necessary for study, rehearsal, and performance of music	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage	
FAM(GP).9-12.13	Uses print and nonprint media to locate information about music and musicians.	Knowledge	Musical Heritage	
FAM(GP).9-12.14	Improvises a melody from a given range of pitches, rhythms, and chords or chord progressions.	Creative Skills	Rhythm, Melody, and Harmony	
FAM(GP).9-12.15	Creates, notates, and performs an original melody for guitar/piano.	Creative Skills	Rhythm, Melody, and Harmony	
FAM(GP).9-12.16	Describes how technology is used to transcribe, edit, compose, and perform music on a computer station	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, and Musical Heritage	

Historical and Cultural Context

Strand	Content Standard	Topic	Concept	Notes
FAM(GP).9-12.17	Demonstrates knowledge of composers of selected repertoire and the historical/cultural context of works being performed	Knowledge	Musical Heritage	
FAM(GP).9-12.18	Explains the evolution and history of guitar or piano.	Knowledge	Musical Heritage	
FAM(GP).9-12.19	Identifies music careers	Knowledge	Musical Heritage	

Georgia Quality Core Curriculum

Fine Arts: Music: Music Appreciation/ History/ Literature: Grade 9-12

Strand	Content Standard	Topic	Concept	Notes
Artistic Skills and Knowledge: Creating, Performing, Producing				
FAM(MA).9-12.1	Describes how technology is used to transcribe, edit, compose and perform music on a computer station	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage	
Connections				
FAM(MA).9-12.2	Integrates many elements of study and knowledge of music, other art forms, and other curriculum areas and related use of technology	Knowledge	Expressive Qualities and Musical Heritage	
FAM(MA).9-12.3	Demonstrates an aesthetic understanding of music and its relationship to the other arts	Appreciation	Musical Heritage	
Critical Analysis and Aesthetic Understanding				
FAM(MA).9-12.4	Listens to music or examines scores to describe the elements (rhythm, melody, harmony, form, dynamics, and timbre) of music from developmentally appropriate selections	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, and Expressive Qualities	
FAM(MA).9-12.5	Listens to and describes musical genres from appropriate examples of vocal and instrumental music	Listening	Musical Heritage	
FAM(MA).9-12.6	Analyzes and makes critical judgments about music	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, and Musical Heritage	
Historical and Cultural Context				
FAM(MA).9-12.7	Demonstrates knowledge of the historical and cultural context of Renaissance, Baroque, Classical, Romantic, Impressionist, and 20th century music.	Knowledge	Musical Heritage	
FAM(MA).9-12.8	Recognizes the various roles of music in society	Knowledge	Musical Heritage	

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
FAM(MA).9-12.9	Uses print and nonprint media to locate information about music and musicians.	Knowledge	Musical Heritage	
FAM(MA).9-12.10	Demonstrates proper audience etiquette	Knowledge	Musical Heritage	

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Georgia Quality Core Curriculum

Fine Arts: Music: Music Theory and Composition: Grade 9-12

Artistic Skills and Knowledge: Creating, Performing, Producing

Strand	Content Standard	Topic	Concept	Notes
FAM(MTC).9-12.1	Demonstrates a knowledge of scale patterns, intervals, chord progressions and musical forms	Knowledge	Melody, Harmony, Form, and Notation	
FAM(MTC).9-12.2	Demonstrates proficiency in melodic and rhythmic dictation	Knowledge	Rhythm and Melody	
FAM(MTC).9-12.3	Demonstrates proficiency in sight-reading	Knowledge	Rhythm and Melody	
FAM(MTC).9-12.4	Demonstrates knowledge of the relationship between the piano keyboard and musical notation	Knowledge	Notation	
FAM(MTC).9-12.5	Demonstrates proficiency in arranging musical compositions for instruments or voices	Knowledge	Rhythm, Harmony, Timbre, and Notation	
FAM(MTC).9-12.6	Creates short musical compositions in a variety of forms	Creative Skills	Rhythm, Melody, Harmony, Form, Expressive Qualities, and Notation	
FAM(MTC).9-12.7	Creates musical compositions incorporating instrumental, vocal, and electronic media	Creative Skills	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, and Notation	
FAM(MTC).9-12.8	Creates simple accompaniments	Creative Skills	Rhythm, Melody, Timbre, and Expressive Qualities	
FAM(MTC).9-12.9	Describes how technology is used to transcribe, edit, compose, and perform music on a computer station	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Musical Heritage, and Notation	

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
Critical Analysis and Aesthetic Understanding				
FAM(MTC).9-12.10	Analyzes and evaluates musical compositions of the class	Appreciation	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Musical Heritage, and Notation	
FAM(MTC).9-12.11	Analyzes musical compositions from a variety of styles	Appreciation	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Musical Heritage, and Notation	

Introduction to Theatre
Quality Core Curriculum
K-12

Philosophically, the Theatre K-12 Quality Core Curriculum (QCC) is discipline-based and uses a process approach to learning. The Theatre QCC was developed based on the continuum of skills and an expectation of a maturing of skills from K-12 that would lead to an acquisition of theatre knowledge and skills. The QCC was built to accommodate the diversity of programs and offerings across the state; it allows, at each grade level, for each school system or school program to choose from the listed objectives to design class curricula that will address that population's needs. While the Theatre QCC was designed as a nonsequential K-12 program, it was crafted as an inclusive set of content standards that would lead to a complete theatre experience K-12.

The content standards were designed for depth and breadth of learning in theatre. They offer an optimum experience for the student at any grade level. Teachers may develop courses by choosing the number and depth of content standards that they decide is appropriate for their schools and classes.

The Theatre QCC provides local systems and schools a high-level outline of what can be taught in various grade levels and courses in Theatre. It can be used as a discrete theatre curriculum or as a support for interdisciplinary theatre education, particularly in grades K-8. In high school, the QCC provides a general course outline for a thorough theatre background. The QCC does not include recommendations, for assessment was seen to be a more system-specific activity, given the nature of diversity of each system's theatre programs.

Philosophically, the QCC celebrates the theatre arts as a vital part of life's learning. It makes connections within the arts and with other disciplines. Its design supports a continual growth in sophistication and depth of understanding in theatre and helps students understand artistic discipline while growing to love the passion for life that theatre celebrates.

While theatre education is not a required section of the Georgia QCC, it is essential to a well-rounded education. The Theatre QCC will help students and teachers continue to be lifelong learners and lifelong contributors to theatre.

Theatre Glossary

Aesthetic criteria. Criteria developed about the visual, aural, and oral aspects of the witnessed event, derived from cultural and emotional values and cognitive meaning.

Aural. Physical element involving listening.

Drama. A literary composition intended to portray life or character or to tell a story usually involving conflicts and emotions exhibited through action and dialogue, designed for theatrical performance.

Electronic media, Dramatic media. Means of communication characterized by the use of technology, such as film, radio, computers, television, virtual reality.

Ensemble. Dynamic interaction and harmonious blending of the efforts of the many artists involved in the dramatic activity of a theatrical production.

Environment. Physical surroundings that establish place, time, and atmosphere/mood; the physical conditions that reflect and affect the emotions, thoughts, and actions of characters.

Front of house. The box office and lobby.

House. Commonly defined as the area in which the audience is seated.

Improvise. To spontaneously use movement and speech to create a character or object in a particular situation.

"In character." Theatrical term referring to an actor/actress portraying someone or something else while on the stage.

Kinetic. Physical element involving movements of the body.

Motivation. The actor's reason for doing or saying something.

Oral. Physical element involving the use of the voice.

Pitch. The highness or lowness of one's voice.

Properties (Props). Any object used by actors to enhance character portrayal.

Sensory recall. To remember a sensation and recreate the physical activity associated with that sensation in a dramatic activity.

Tempo. The speed at which someone talks or the pace of production.

Theater. The place that is the setting for dramatic performances.

Theatre. The imitation/representation of life, performed for other people; the performance of dramatic literature.

Three dimensional character. A character that has a variety of emotions, strengths, and weaknesses.

Tone. The quality or attitude portrayed using one's voice (gruffness, sweetness, etc.)

Underrepresented artist. Those who work in nontraditional art forms.

Visual. Physical element involving sight.

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Introduction to Theatre
Quality Core Curriculum
9-12

In the high school grades, the QCC offers high-level, rigorous learning opportunities. Various content standards can be combined into specific courses based on system and teacher requirements.

The high school theatre QCC delineates *five* course outlines:
1) *Fundamentals of Drama* which could be developed into introductory acting classes, theatre history classes, or general introductory theatre classes.
2) *Advanced Drama* which could be developed into more advanced acting classes or production-based classes.
3) *Technical Theatre and Design* which could be developed into a technical or design class or developed as an interrelated production class.
4) *Musical Theatre* which could be developed as a musical theatre class or a production class leading to a musical production.
5) *Acting* which could be developed into Acting I and Acting II classes or into a year-long acting study class.

Georgia Quality Core Curriculum

Fine Arts: Music: Musical Theatre: Grade 9-12

Artistic Skills and Knowledge: Creating, Performing, Producing

Strand	Content Standard	Topic	Concept	Notes
FATA(MT).9-12.1	Demonstrates and applies personal responsibility standards in all aspects of musical theatre	Artistic Discipline	Personal Responsibility and Teamwork	
FATA(MT).9-12.2	Develops and analyzes definitions of musical theatre, theatre, and music	Definition of Terms	Vocabulary	
FATA(MT).9-12.3	Lists and defines aspects of musical theatre including music, dance, song, story, and design	Definition of Terms	Vocabulary	
FATA(MT).9-12.4	Identifies and uses appropriate music, theatre, and musical theatre vocabulary and terms in classes, rehearsals, and performances	Theatre Terms	Vocabulary and Artistic Discipline	
FATA(MT).9-12.5	Identifies and applies the dramatic elements (plot, theme, character, language, spectacle, and music)	Definition of Terms	Dramatic Elements	
FATA(MT).9-12.6	Identifies and applies the basic elements of music: melody, expression, harmony, rhythm, and timbre	Definition of Terms	Musical Elements	
FATA(MT).9-12.7	Identifies and explains the basic elements of dance as applied to musical theatre	Definition of Terms	Dance Elements	
FATA(MT).9-12.8	Identifies and explains the role of the director, technical designers, conductor, musical director, and choreographer as applied to musical theatre	Technical Theatre	Careers in Musical Theatre	
FATA(MT).9-12.9	Analyzes the role of the accompanist and orchestra/band musician in musical theatre	Musical Direction		
FATA(MT).9-12.10	Comprehends and analyzes the role of the technician/producer and manager in musical theatre	Technical Theatre		
FATA(MT).9-12.11	Identifies works of musical theatre and their creators	Musical Structure		

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
FATA(MT).9-12.12	Analyzes the function of the composer, lyricist, and "book" writer in musical theatre	Musical Structure		
FATA(MT).9-12.13	Identifies and demonstrates correct vocal production (singing) techniques including support, tonality, diction, blending, posture, and projection as applied to musical theatre	Vocal Production (Singing)		
FATA(MT).9-12.14	Identifies and discriminates soprano, alto, tenor, and bass vocal lines	Musical Structure		
FATA(MT).9-12.15	Performs successfully in vocal (singing) presentation either as an individual (solo), group (duet), or ensemble (group)	Vocal Presentation	Performance	
FATA(MT).9-12.16	Lists and explains areas of technical production as applied to musical theatre	Technical Theatre		
FATA(MT).9-12.17	Evaluates the elements of technical theatre and design and their effect on actors, directors, and musicians	Technical Theatre		
FATA(MT).9-12.18	Applies collaborative skills in musical theatre activities and productions	Acting	Sensory Awareness	
FATA(MT).9-12.19	Recalls and uses past emotional and sensory experiences to create a character in musical theatre activities	Acting	Sensory Awareness	
FATA(MT).9-12.20	Applies observation, movement, and imagination to create a character in musical theatre activities	Acting	Sensory Awareness	
FATA(MT).9-12.21	Identifies and applies appropriate vocal (acting) techniques of pitch, rate, articulation, volume, intensity, projection, and support to create a character in musical theatre	Acting	Vocal Production (Speaking)	
FATA(MT).9-12.22	Creates a character based on social and emotional dimensions found in musical theatre, particularly in tune with classical musical theatre (e.g., the romantic lead)	Acting	Character Development	
FATA(MT).9-12.23	Uses stage areas effectively in blocking and in accepting direction in musical theatre	Acting	Stage Movement	

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Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
FATA(MT).9-12.24	Identifies and practices appropriate dance preparation and performance techniques as applied to musical theatre	Acting	Body Movement	
FATA(MT).9-12.25	Comprehends and analyzes dramatic texts as basis for musical theatre presentations	Acting	Textual Analysis	
FATA(MT).9-12.26	Assesses and explains discipline, knowledge, skills, and education required for career preparation in musical theatre	Careers		
FATA(MT).9-12.27	Locates and uses available resources for musical theatre activities and performances.	Research and Resources		
FATA(MT).9-12.28	Applies movement techniques for character in musical theatre activities and performances	Acting	Body Characterization	

Connections

Strand	Content Standard	Topic	Concept	Notes
FATA(MT).9-12.29	Analyzes and explains similar themes, content, and elements among other arts forms and musical theatre	Other Arts		
FATA(MT).9-12.30	Uses elements of other academic disciplines to create musical theatre	Other Areas		
FATA(MT).9-12.31	Uses existing technology equipment and resources for musical theatre activities and performances	Technology		

Critical Analysis and Aesthetic Understanding

Strand	Content Standard	Topic	Concept	Notes
FATA(MT).9-12.32	Evaluates a musical theatre production based on established criteria	Criticism		
FATA(MT).9-12.33	Responds to and assesses musical theatre as a reflection of human experience	Criticism		
FATA(MT).9-12.34	Makes choices in musical theatre activities and performances based on finances and demands	Production		

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Strand	Content Standard	Topic	Concept	Notes
FATA(MT).9-12.35	Recognizes the role and responsibilities of the audience as an integral part of musical theatre.	Audience		
Historical and Cultural Context				
FATA(MT).9-12.36	Identifies and reports on styles and themes of theatre, music, and dance as applied to musical theatre	Historical, Cultural, and Social Context	Styles and Themes of Musical Theatre	
FATA(MT).9-12.37	Analyzes and explains theatre, music, and dance from other cultures	Historical, Cultural, and Social Context	Other Cultures	
FATA(MT).9-12.38	Recognizes and explains the influences of heritage, culture, and historical periods on musical theatrical styles	Heritage and Culture	Influences	
FATA(MT).9-12.39	Defines and applies cultural and social elements to coordinate with dance, musical, and theatrical style of musical theatre			
FATA(MT).9-12.40	Investigates and reports musical theatre styles and trends throughout history in a social and cultural context		Styles and Trends	

Georgia Quality Core Curriculum

Fine Arts: Music: String Orchestra: Grade 9-12

Artistic Skills and Knowledge: Creating, Performing, Producing

Strand	Content Standard	Topic	Concept	Notes
FAM(SO).9-12.1	Demonstrates correct playing position and posture for chosen instrument	Performance Skills	Technique	
FAM(SO).9-12.2	Demonstrates correct pizzicato, bowing, and left hand techniques appropriate to chosen instrument and developmental level	Performance Skills	Technique	
FAM(SO).9-12.3	Participates effectively as a member of performing ensembles	Performance Skills	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage	
FAM(SO).9-12.4	Demonstrates knowledge of positions and shifting on chosen instrument, at the expected competency level	Knowledge	Technique	
FAM(SO).9-12.5	Performs selected music repertoire at the expected competency level	Performance Skills	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, and Musical Heritage	
FAM(SO).9-12.6	Performs at the expected competency level	Performance Skills	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, Technique, Musical Heritage	
FAM(SO).9-12.7	Tunes instrument accurately to appropriate sound sources and/or electronic tuners	Knowledge	Technique	
FAM(SO).9-12.8	Demonstrates an acceptable level of intonation in playing alone and as part of the total group	Performance Skills	Technique	
FAM(SO).9-12.9	Performs with characteristic tone quality at the expected competency level	Performance Skills	Technique	
FAM(SO).9-12.10	Performs vibrato on chosen instrument at the expected competency level	Performance	Technique	

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Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
FAM(SO).9-12.11	Demonstrates knowledge of phrase and melody through performance	Performance	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Musical Heritage, and Notation	
FAM(SO).9-12.12	Recognizes harmonic structure and demonstrates an awareness of its role in performance	Knowledge	Harmony	
FAM(SO).9-12.13	Recognizes key signatures of selected repertoire and performs appropriate scales and arpeggios from memory	Performance	Rhythm, Melody, and Harmony	
FAM(SO).9-12.14	Identifies the timbres of orchestral stringed instruments	Knowledge	Timbre	
FAM(SO).9-12.15	Demonstrates knowledge of music vocabulary necessary for study, rehearsal, and performance of music	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Notation, and Musical Heritage	
FAM(SO).9-12.16	Recognizes appropriate tonal balance and blend in relation to tutti, solo/soli passages, and scored compositions	Performance	Technique	
FAM(SO).9-12.17	Uses print and nonprint media to access music information	Knowledge	Musical Heritage	Skills Study skills and technology
FAM(SO).9-12.18	Performs interpretations and/or improvisations of music repertoire	Creative Skills	Musical Heritage	
FAM(SO).9-12.19	Arranges and transcribes melodies for a variety of instruments	Creative Skills	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Musical Heritage, and Notation	
FAM(SO).9-12.20	Creates, notates, and performs simple melodies for chosen instrument(s) or ensemble	Creative Skills	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Musical Heritage, and Notation	
FAM(SO).9-12.21	Describes how technology is used to transcribe, edit, compose, and perform music on a computer station	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, and Musical Heritage	

Georgia Quality Core Curriculum

Critical Analysis and Aesthetic Understanding

Strand	Content Standard	Topic	Concept	Notes
FAM(SO).9-12.22	Demonstrates appropriate understanding of form in selected repertoire	Knowledge	Form	
FAM(SO).9-12.23	Makes critical judgments about music commensurate with level of musical maturity	Knowledge	Rhythm, Melody, Harmony, Form, Timbre, Expressive Qualities, Musical Heritage, and Notation	

Historical and Cultural Context

Strand	Content Standard	Topic	Concept	Notes
FAM(SO).9-12.24	Performs music from various historical periods with correct style	Performance Skills	Musical Heritage	
FAM(SO).9-12.25	Demonstrates knowledge of composers and the historical/cultural context of selected repertoire	Knowledge	Musical Heritage	
FAM(SO).9-12.26	Describes the evolution and history of orchestral stringed instruments	Knowledge	Timbre	
FAM(SO).9-12.27	Identifies the role ethnic performers and composers have played in the evolution of musical style and form	Knowledge	Musical Heritage	

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
Fine Arts: Theatre Arts: Acting: Grade 9-12				
Artistic Skills and Knowledge: Creating, Performing, Producing				
FATA(A).9-12.1	Uses improvisation with scripted and unscripted material to demonstrate character development	Acting	Improvisation	
FATA(A).9-12.2	Lists and uses vocabulary related to acting in classes, rehearsals, and performances (e.g., blocking, characterization, motivation, objective, and tactics)	Vocabulary	Definition of Terms	
FATA(A).9-12.3	Synthesizes observation, imagination, and research to create characters, environments, and situations	Acting	Improvisation	
FATA(A).9-12.4	Applies techniques of emotional expression and sensory preception to portray the details and complexities of human personalities in characterization	Acting	Sensory Awareness	
FATA(A).9-12.5	Identifies and explores skills required for career preparation as an actor	Acting	Careers	
FATA(A).9-12.6	Demonstrates ability to notate and implement blocking	Acting	Stage Movement	
FATA(A).9-12.7	Uses imagination in creating and shaping characterization	Acting	Imagination	
FATA(A).9-12.8	Recognizes and responds to the elements of technical theater as they affect the actor	Production	Technical Theater	
FATA(A).9-12.9	Applies and synthesizes vocal techniques to create characterization in scripted and improvised activities	Acting	Voice, Speech, and Language	
FATA(A).9-12.10	Demonstrates understanding of the relationship between actor and director	Directing	Role of the Director	
FATA(A).9-12.11	Develops the voice in the acting process (pitch, volume, articulation, breath support, control, and accent)	Acting	Voice, Speech, and Language	

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
FATA(A).9-12.12	Applies artistic discipline in regard to self and in collaboration with others.	Artistic Discipline	Personal Responsibility	
FATA(A).9-12.13	Applies and synthesizes movement technique in creating characters in improvised and scripted activities	Acting	Body Movement	
FATA(A).9-12.14	Analyzes a character based on social and emotional dimensions found in scripted and unscripted material	Acting	Characterization	
FATA(A).9-12.15	Applies ensemble skills in group communication, focus and balance in improvisation, rehearsal of scripted materials, and performance	Artistic Discipline	Ensemble	
FATA(A).9-12.16	Projects motivations and intention to other actors and to the audience	Acting	Characterization	
FATA(A).9-12.17	Creates solutions to dramatic problems through acting	Acting	Characterization	

Connections

Strand	Content Standard	Topic	Concept	Notes
FATA(A).9-12.18	Uses elements of other academic disciplines to support development of a role.	Connections	Other Disciplines	
FATA(A).9-12.19	Examines relationships between drama/theatre, the other arts, the creation of a role, and the performance of dramatic literature	Connections	Other Arts	
FATA(A).9-12.20	Uses existing available technology to research, document, enhance, or support development of a role	Technology		
FATA(A).9-12.21	Demonstrates research skills to support character development	Research	Resources	

Critical Analysis and Aesthetic Understanding

Strand	Content Standard	Topic	Concept	Notes
FATA(A).9-12.22	Evaluates performance based on criteria established by the group	Criticism	Evaluation	

Strand	Content Standard	Topic	Concept	Notes
FATA(A).9-12.23	States and supports aesthetic judgments through experiences in theater of diverse styles, modes, and genres	Criticism	Evaluation	
FATA(A).9-12.24	Analyzes scripts to determine text and subtext	Criticism	Evaluation	

Historical and Cultural Context

Strand	Content Standard	Topic	Concept	Notes
FATA(A).9-12.25	Recognizes and explains the influences of heritage, culture, and historical periods on acting styles	Multicultural Heritage	Influences	
FATA(A).9-12.26	Recognizes theater arts as an effort to interpret and intensify experiences	Multicultural Heritage	Cultural Context	
FATA(A).9-12.27	Uses life in understanding theater and characterization, uses theater to understand life	Multicultural Heritage	Cultural Context/History	
FATA(A).9-12.28	Investigates and reports on styles of acting from different historical periods.	History	Historical Acting	

Georgia Quality Core Curriculum

Fine Arts: Theatre Arts: Advanced Drama: Grade 9-12

Artistic Skills and Knowledge: Creating, Performing, Producing

Strand	Content Standard	Topic	Concept	Notes
FATA(AD).9-12.1	Expands usage of theatre terms and applies them to drama activities	Defining Terms		
FATA(AD).9-12.2	Compares and applies a physical warm-up that includes relaxation, concentration, coordination, and flexibility	Artistic Discipline	Teamwork Collaboration	
FATA (AD).9-12.3	Demonstrates responsibility in collaborating on all aspects of performances including scriptwriting, acting, directing, and technical production	Artistic Discipline	Teamwork Collaboration	
FATA (AD).9-12.4	Uses appropriate form and structure in writing scripts	Scriptwriting	Dramatic Elements	
FATA (AD).9-12.5	Functions as the playwright using a variety of contents and forms	Scriptwriting	Role of the Playwright	
FATA (AD).9-12.6	Creates scripts based on personal experiences, heritage, imagination, literature, and history	Scriptwriting	Writing Process	
FATA (AD).9-12.7	Develops control in using sensory and emotional recall as a means to create environments and situations	Acting	Sensory Awareness	
FATA (AD).9-12.8	Identifies and applies appropriate movement for different forms and styles of theatre.	Acting	Body Movement	
FATA (AD).9-12.9	Demonstrates ability to notate and implement blocking and generates and follows appropriate blocking for character choices.	Acting	Stage Movement	
FATA (AD).9-12.10	Uses improvisation to expand acting skills including listening, responding, and creating	Improvisation	Scripted and Unscripted Material	
FATA (AD).9-12.11	Uses improvisation to explore dramatic concepts such as subtext, plot, theme, character, and conflict	Improvisation	Scripted and Unscripted Material	

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
FATA (AD).9-12.12	Demonstrates effective use of voice in the dramatic process (pitch, volume, articulation, breath support, control, and tempo).	Acting	Voice, Speech, and Language	
FATA (AD).9-12.13	Identifies and demonstrates a process for character development.	Acting	Character	
FATA (AD).9-12.14	Demonstrates ability to implement a design concept for technical theatre elements (costumes, sets, props, lights, sound/music, and makeup).	Directing (Scripted and Unscripted Material)	Design/Production	
FATA (AD).9-12.15	Collaborates on and executes technical elements of production (costumes, props, set, lights, sound/music, and makeup).	Directing (Scripted and Unscripted Material)	Design	
FATA (AD).9-12.16	Examines budgets for marketing and mounting a production.	Directing (scripted and unscripted material)	Theatre Management	
FATA (AD).9-12.17	Demonstrates proficiency in skills needed for career in theatre.	Researching Resources	Careers	

Connections

Strand	Content Standard	Topic	Concept	Notes
FATA (AD).9-12.18	Assesses connecting themes and content among theatre and other arts.	Making Connections	Other Arts	
FATA (AD).9-12.19	Synthesizes research and concepts from other disciplines to create theatre.	Making Connections	Other Arts	
FATA (AD).9-12.20	Selects existing technology to enhance all aspects of theatre arts.	Technology	Other Arts	

Critical Analysis and Aesthetic Understanding

Strand	Content Standard	Topic	Concept	Notes
FATA (AD).9-12.21	Examines the role and value of theatre in everyday life.	Dramatic Literature	Interpretation	
FATA (AD).9-12.22	Demonstrates understanding of the audience as an integral part of the dramatic presentation.	Dramatic Literature	Audience	

Georgia Quality Core Curriculum

Historical and Cultural Context

Strand	Content Standard	Topic	Concept	Notes
FATA (AD).9-12.23	Recognizes, selects, and uses physical attributes and movement qualities to portray characters	Acting	Body Movement	
FATA(AD).9-12.24	Synthesizes research, observation, imagination, and acting skills to create characters	Acting	Characterization	
FATA(AD).9-12.25	Constructs and uses specific criteria to describe, analyze, and evaluate theatre presentations	Dramatic Presentation	Evaluation	
FATA (AD).9-12.26	Analyzes and explains theatre conventions and traditions from different cultures and time periods	Multicultural Heritage	Universal Meaning in Theatre	
FATA (AD).9-12.27	Analyzes and explains how universal themes in theatre transcend time and place	Multicultural Heritage	Universal Meaning in Theatre	
FATA (AD).9-12.28	Analyzes cultural, social, and political aspects of theatre throughout history	Theatre History	Universal Meaning in Theatre	
FATA (AD).9-12.29	Selects and applies historical and cultural information to formal and informal productions	Research	Universal Meaning in Theatre	
FATA (AD).9-12.30	Relates the influence history and theatre have had upon one another	Contextual Analysis	Universal Meaning in Theatre	
FATA (AD).9-12.31	Demonstrates research skills that support theatre production	Literature	Research	
FATA (AD).9-12.32	Identifies and explains the impact playwrights have on their work	Literature	Research	

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Georgia Quality Core Curriculum

Fine Arts: Theatre Arts: Fundamentals of Drama: Grade 9-12

Artistic Skills and Knowledge: Creating, Performing, Producing

Strand	Content Standard	Topic	Concept	Notes
FATA(FD).9-12.1	Reviews and expands drama/theatre terms	Vocabulary	Definition of Terms	
FATA (FD).9-12.2	Collaborates successfully on all aspects of theatre arts	Artistic Discipline	*Personal Responsibility and Teamwork*	
FATA(FD).9-12.3	Identifies and applies dramatic elements of plot, theme, language, and music	Scriptwriting	Dramatic Elements	
FATA(FD).9-12.4	Functions as the playwright by writing monologues, dialogues, and/or short scripts	Scriptwriting	Role of Playwright	
FATA(FD).9-12.5	Generates writings based on personal experience, imagination, literature, history, and heritage	Scriptwriting	Writing Process	
FATA(FD).9-12.6	Uses emotional and sensory recall and observation skills to create characters and environments	Acting (Scripted and Unscripted Material)	Sensory Awareness	
FATA(FD).9-12.7	Creates characters, situations, and environments based on images	Acting (Scripted and Unscripted Material)	Imagination	
FATA(FD).9-12.8	Demonstrates effective use of stage	Acting (Scripted and Unscripted Material)	Stage Movement	
FATA(FD).9-12.9	Identifies and uses the nine areas of the stage	Acting (Scripted and Unscripted Material)	Stage Movement	
FATA(FD).9-12.10	Applies movement techniques for characterization such as facial expression, gestures, postures, mannerisms, and character analysis	Acting (Scripted and Unscripted Material)	Movement	
FATA(FD).9-12.11	Applies vocal techniques (pitch, rate, articulation, volume, breath support and relaxation) to develop a character	Acting (Scripted and Unscripted Material)	Voice, Speech, and Language	

Strand	Content Standard	Topic	Concept	Notes
FATA(FD).9-12.12	Uses improvisations to explore plot, theme, and character	Acting (Scripted and Unscripted Material)	Improvisation	
FATA(FD).9-12.13	Portrays characters based on social, physical, and emotional dimensions	Acting (Scripted and Unscripted Material)	Characterization	
FATA(FD).9-12.14	Explains the role and responsibilities of the director in theatre	Directing (Scripted and Unscripted Material)	Role of Director	
FATA(FD).9-12.15	Recognizes the role and responsibilities of the designer to theatre, including scenic design, props, costumes, makeup, sound, lighting, and special effects	Technical Theatre	Design	
FATA(FD).9-12.16	Designs simple technical elements for theatrical productions or activities	Technical Theatre	Design	
FATA(FD).9-12.17	Lists and defines careers in theatre	.Directing (Scripted and Unscripted Material)	Careers	
FATA(FD).9-12.18	Demonstrates research skills to support theatre arts activities	Research and Resources	Theatre Resources	

Connections

Strand	Content Standard	Topic	Concept	Notes
FATA(FD).9-12.19	Analyzes and explains similar themes among theatre and other arts	Other Arts		
FATA(FD).9-12.20	Combines elements of other disciplines to create theatre arts	Other Arts		
FATA(FD).9-12.21	Selects and uses existing technology to enhance all aspects of theatre arts	Technology		

Critical Analysis and Aesthetic Understanding

Strand	Content Standard	Topic	Concept	Notes
FATA(FD).9-12.22	Generates and uses terminology and outline for critiquing theatre presentations.	Dramatic Presentation	Criticism	

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
FATA(FD).9-12.23	Describes how theatre reflects life.	Interpretation	Drama as Reflecting Life	
FATA(FD).9-12.24	Participates responsibly and actively in the role of the audience	Audience		

Historical and Cultural Context

Strand	Content Standard	Topic	Concept	Notes
FATA(FD).9-12.25	Identifies and analyzes plays and dramas that are culturally diverse	Literature	Multicultural Heritage	
FATA(FD).9-12.26	Identifies and analyzes plays and dramas that are representative of historical periods	Theatre History		
FATA(FD).9-12.27	Analyzes and explains theatre from different cultures	Multicultural Heritage		

Georgia Quality Core Curriculum

Fine Arts: Theatre Arts: Technical Theatre and Design: Grade 9-12

Artistic Skills and Knowledge: Creating, Performing, Producing

Strand	Content Standard	Topic	Concept	Notes
FATA(TTD).9-12.1	Demonstrates and applies personal responsibility in all aspects of technical theatre, production, and design.	Artistic Discipline		
FATA(TTD).9-12.2	Lists, defines, and uses vocabulary as applied to technical theatre (sets, light, props, costumes, sound, makeup, and management).	Definition of Terms	Technical Design	
FATA(TTD).9-12.3	Comprehends and responds to the dramatic elements (plot, theme, language, spectacle, music, and conflict).	Definition of Terms	Dramatic Elements	
FATA(TTD).9-12.4	Identifies and applies the elements of design (shape, color, line, texture, value, and space) and design concepts (composition, mood, symmetry, and balance).	Definition of Terms	Elements of Design	
FATA(TTD).9-12.5	Explains interactive relationships between the playwright, director, actor, choreographer, musical director, and technical designers.	Design	Collaboration	
FATA(TTD).9-12.6	Analyzes and performs the role of the designer in at least one aspect of technical theatre.	Design		
FATA(TTD).9-12.7	Incorporates imagination, sensory, and emotional experiences in designing and implementing technical theatre.	Emotional Awareness	Sensory Awareness	
FATA(TTD).9-12.8	Recognizes how technical design shapes the mood, message, meaning, and image in theatre.	Emotional Awareness	Sensory Awareness	
FATA(TTD).9-12.9	Comprehends and evaluates dramatic texts for basis of theatre design.	Literature	Textual Analysis	
FATA(TTD).9-12.10	Describes and applies the aesthetic and functional requirements of movement in all aspects of theatre design (sets, lights, costumes, props, makeup, and sound).	Design	Stage Movement	
FATA(TTD).9-12.11	Recognizes and evaluates demands and limitations of space available in technical theatre and design.	Design	Stage Movement	

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
FATA(TTD).9-12.12	Comprehends and evaluates the roles of technical director, producer, stage manager, crew chiefs, and designers as applied to technical theatre	Collaboration	Flow Chart of Responsibilities	
FATA(TTD).9-12.13	Recognizes demands and limitations on budgets in technical theatre and design	Design	Management	
FATA(TTD).9-12.14	Comprehends and implements technical theatre designs	Implementation of Design	Imagination and Creativity	
FATA(TTD).9-12.15	Identifies and applies technical, artistic, and construction skills (electrical, construction, sewing, *and painting) as applied to theatre production*	Design		
FATA(TTD).9-12.16	Comprehends and demonstrates a knowledge of how the various areas of technical theatre operate and support performances		Integration and Collaboration	
FATA(TTD).9-12.17	Comprehends and demonstrates a working knowledge of the design process for scene, lighting, costumes, props, sound, and makeup	Design	Ensemble	
FATA(TTD).9-12.18	Prepares a budget for producing, marketing, and maintaining a production	Theatre Management	Financial Planning	
FATA(TTD).9-12.19	Demonstrates awareness of the discipline, knowledge, skills, and education required for careers in theatre production	Careers		
FATA(TTD).9-12.20	Develops research skills and familiarity with available resources for theatre production and design	Research and Resources	Organization	

Connections

FATA(TTD).9-12.21	Analyzes and explains similar themes, content, inferences, and elements about other art forms and theatre production and design	Other Arts		
FATA(TTD).9-12.22	Uses elements of other academic disciplines to create technical theatre and design	Other Disciplines		
FATA(TTD).9-12.23	Uses existing technology equipment and resources to enhance technical theatre production and design	Technology		

Critical Analysis and Aesthetic Understanding

Strand	Content Standard	Topic	Concept	Notes
FATA(TTD).9-12.24	Evaluates a production's faithfulness to a historical period and cultural identity	Aesthetics and Criticism		
FATA(TTD).9-12.25	Analyzes the effectiveness of sets, lights, props, sound, costumes, makeup, and design in theatre production	Criticism	Discrimination	
FATA(TTD).9-12.26	Recognizes the role and responsibility of the audience as an integral part of dramatic presentations	Audience	Audience Responsibility	

Historical and Cultural Context

Strand	Content Standard	Topic	Concept	Notes
FATA(TTD).9-12.27	Defines and applies appropriate historic elements for technical design and production	Research and Historic Resources	Integration	
FATA(TTD).9-12.28	Recognizes and assesses the historical traditions, conventions, and styles of technical theatre	Research and Resources	Traditions, Conventions, and Styles	
FATA(TTD).9-12.29	Uses setting, props, costumes, and makeup to illustrate cultural and historic similarities and differences.	Production	Similarities and Differences	
FATA(TTD).9-12.30	Identifies theatre contributors from different cultures and historic periods (producers, designers, and directors)	Technical Theatre Contributors		
FATA(TTD).9-12.31	Researches and applies historic traditions, conventions, and styles as a basis for production/design concepts and accurate interpretation of text	Research and Resources	Textual Analysis	

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Georgia Quality Core Curriculum

Fine Arts: Theatre Arts: Technical Theatre and Design: Grade 9-12

Strand	Content Standard	Topic	Concept	Notes
Connections				
FATA(TTD).9-12.21	Analyzes and explains similar themes, content, inferences, and elements [illegible] other arts forms and theatre production and design	Other Arts		

Introduction to Visual Arts
Quality Core Curriculum
K-12

Visual arts education is basic to developing fully literate citizens. Instruction in studio, art history, aesthetics, and art criticism enables students to attain higher levels of performance, critical thinking, and aesthetic judgment.

The strands reflected in the curriculum reveal content standards specified by theater, dance, music, and visual arts.

Critical Analysis and Aesthetic Understanding

Responding to the visual arts involves perception, which is a precursor to the creative process of thinking, imagining, and designing. Perception is the visual and sensory awareness of impressions, images, relationships, experiences, and feelings. The process of visually perceiving encompasses an awareness of the elements of art and the principles of design and how they function and interrelate.

Responding to the arts also involves developing the ability to analyze critically and judge aesthetically works created by artists. Describing and evaluating the media, processes, and meanings of works of visual art and making comparative judgments about them is an integral part of the learning process. Aesthetics is a philosophy concerned with determining the nature and value of art; it is a means of interpreting the deepest human expressions. Methods of inquiry that allow for the examination of complex ideas in structured, sequential ways provide the basis for aesthetic education.

Artistic Skills And Knowledge: Creating, Performing and Producing

Developing skills and organizing knowledge for creating and producing visual art involves continuous exposure to and experimentation with a wide range of artistic processes, tools, and materials. This framework promotes the acquisition of new ways of thinking, working, communicating, reasoning, and investigating.

Creating is at the heart of this instruction. Students learn to coordinate their hands and minds in explorations of the visual world. They learn to make choices that enhance communication of their ideas. Natural inquisitiveness is promoted, and students learn the value of perseverance. This is accomplished through a wide range of visual arts experiences including traditional media and processes and those created by new forms of technology.

Art History: Historical and Cultural Context

Examining the arts involves the study of works of art, style, and movements within their appropriate historical and cultural context. Understanding the connection between art styles and lifestyles in various cultures is important in the study of art. Students become aware that great works of art are a means of understanding human ideals and aspirations, and a means of appreciating the heroic, comic, and tragic aspects of human affairs. Experiences and achievements of individuals and societies are reflected through the history of visual art.

Interdisciplinary Connections

Identifying and expanding the connections within the arts and other disciplines balances the curriculum to help develop the whole intellect. Concepts common to other academic areas are integrated and promoted in the content standards. The goal of the art teacher should be to incorporate a holistic approach to education in the arts.

Visual Arts Glossary

Abstract. Generalized art which retains the essence or characteristics of a recognizable subject or object.

Additive sculpture. Modeling a sculpture by adding materials to it until the desired effect is maintained.

Aerial perspective. The illusion of space on the picture plane created by means other than linear perspective such as contrast, warm and cool colors, etc.

Aesthetics. A branch of philosophy that focuses on the nature of beauty, the nature and value of art, and the inquiry processes and human responses associated with those topics.

Airbrush. Atomizer operated by compressed air used for spraying paint.

Analogous. Three colors that are next to each other on a color wheel and which have a common hue.

Analysis. Identifying and examining separate parts as they function independently and together in creative works and studies of the visual arts.

Animation. The illusion of movement caused by successive presentations of inanimate objects in rapid order.

Architecture. The art of designing and planning the construction of buildings, cities, and/or bridges.

Art history. A record of the visual arts, incorporating information, interpretations, and judgments about art objects, artists, and conceptual influences on developments in the visual arts.

Arts disciplines. Studies which include dance, music, theatre, and visual arts.

Assess. To analyze and determine the nature and quality of achievement through means appropriate to the subject.

Asymmetrical balance. An equal distribution of weight (physically or visually) achieved without identical units on both sides. One large shape or form may be balanced by several smaller ones. Also known as informal balance.

Aural. Art that incorporates sound.

Background. The part of the picture plane that seems to be farthest from the viewer.

Balance. A principle of design referring to a feeling of equality in weight, attention, or attraction within a composition.

Batik. A system of dyeing fabric in which selected areas are protected from the dye with wax.

Biomorphic. See organic.

Calligraphy. The art of lettering.

Ceramics. Handbuilt or wheelthrown sculpture or vessels made of clay which can be fired, or fired and glazed.

Collage. A collection of materials arranged for a composition or design on a flat surface.

Color. A visually perceived hue.

Color scheme. Plan for organizing color.

Complementary. Colors opposite each other on a color wheel that contrast with each other.

Composition. The way in which the parts of an artwork are put together or organized.

Content. Message the artist is trying to communicate in a work of art.

Context. A set of interrelated conditions (such as social, economic, political) in the visual arts that influence and give meaning to the development and reception of thoughts, ideas, or concepts and that define specific cultures and eras.

Contour. Interior and exterior edges of objects.

Contour line. A line that follows the edges or edge of a shape or form.

Contrast. Refers to differences in values, colors, textures, and other elements in an artwork used to achieve emphasis and interest.

Cool colors. Colors that suggest a cool, soothing feeling or mood. Cool colors are blues, some greens, and some violets. Cool colors appear to recede spatially in artwork.

Create. To produce works of visual art using materials, techniques, processes, elements, and analysis; the flexible and fluent generation of unique, complex, or elaborate ideas.

Critical process. Description, analysis, interpretation, and evaluation used in discussing artworks.

Criticism. Describing and evaluating the media, processes, and meanings of works of visual art, and making comprehensive judgments.

Critique. To review, analyze, and discuss works of art.

Cross cultural. Art across cultures (intercultural).

Culture. Behaviors, customs, ideas, and skills of a distinct group of people.

Dominance. A principle of design where one element is emphasized.

Edition. A set number of productions of a work of art.

Elements of design. Line, shape, form, color, space, texture, and value.

Emphasis. A principle of design that refers to the use of areas that lead the eye from one part to another and then to the most important part of a composition.

Enameling. The process of firing special powder or enamel pigments on copper or silver in a kiln.

Ethnic art. Art inspired by a specific culture.

Exhibitions. An organized display of works of art.

Explore. A general concept used in this document that may include compare, contrast, identify, create, discuss, use, etc.

Expression. A process of conveying ideas, feelings, and meanings through selective use of the communicative possibilities of the visual arts.

Fiber arts. Arts which include techniques such as stitchery, weaving, tapestry, basketry, papermaking, softsculpture, batik, needle arts, etc.

Folk art. A style portraying the lives of the common people of a certain region. It generally covers decorative crafts and painting or sculpture produced for practical reasons.

Foreground. The space which appears to be closest to the viewer.

Form. 1. Any style or arrangement which may be repetitive; 2. An arrangement which is the accepted structure.

Free-flowing (Free-form). Any curvilinear, asymmetrical shape not bound by hard edges.

Functional art. Art designed for a certain purpose.

Functions (and purposes) of art. Describes the context and reasons, the desired results, for which the artwork was created. In art education, students examine and use subject matter, themes, and symbols, as well as formal characteristics of art works to give meaning to art content.

Geometric form. Mathematical three-dimensional shapes; cube, triangle, square, pyramid, etc.

Geometric shapes. Two-dimensional shapes created by exact mathematical laws; oval, circle, square, triangle, and rectangle.

Glazing. A technique used in painting in which pigment mixed with a transparent medium is layered, allowing underlying colors to show through. Glazing in ceramics is the process of applying glaze to clay work.

Gradation. A gradual smooth change from light to dark, rough to smooth, or one color to another.

Graphic design. A category of art that includes designing for commercial purposes, packages, signs, and advertisements.

Handbuilding. A process used in ceramics that incorporates slabwork, coils, and sculptural elements.

Harmony. The unity of all visual elements of a composition achieved by the repetition of the same characteristics or those which are similar in nature.

Horizon line. The line, either real or implied, in a work of art that marks where the sky and the ground appear to meet.

Hue. The name of a color.

Illustration. A work of art that usually seeks to join visual and discursive information for the purposes of communication.

Intensity. The brightness (purity) or dullness of a color, also known as chroma.

Intermediate colors (Tertiary). A color made by mixing a primary color with a secondary color.

Jewelry. A functional art form that involves assemblage and/or sculptural techniques to create ornamental objects, i.e., metalsmithing, lapidary, enameling, beading.

Kinetic. Art designed to move by natural or man-made forces.

Line. An uninterrupted actual mark or implied direction going from one point to another.

Linear perspective. Showing depth and distance in a picture with converging lines.

Maquettes. A small sculpture made as a preliminary model.

Materials. Resources used in the creation and study of visual art, such as paint, clay, cardboard, canvas, film, videotape, models, watercolors, wood, and plastic.

Media. Broad categories for grouping works of visual art according to the art materials used.

Media arts. Art forms that deal with electronic technologies.

Middle ground. A term used to define a level surface behind the foreground and in front of the background.

Mixed media. The use of different materials in the same work of art.

Model or modeling. To shape or build up with malleable media.

Monochromatic. Uses only one hue and variations obtained from its tints, shades, and tones.

Montage. A composite picture resulting from the placing of objects, materials, prints, or photographs in a preconceived design.

Mosaic. A method of decoration using small pieces of colored glass, stone, or ceramics which are inlaid on a background to form a design or picture.

Motif. A recurring element, subject, or theme in works of art.

Movement. A principle of design that refers to the arrangement of elements in an artwork organized in such a way as to create a sense of motion.

Movements (arts). Refers to an historical or cultural period when certain styles became prevalent.

Multi-cultural. Refers to more than one culture.

Negative space. The space around and through a shape or object.

Neutral colors. Colors formed by mixing complementary colors on the color wheel.

Non-objective. Shapes/forms created with no regard to an identifiable subject or object.

One-point perspective. A system of creating the illusion of space in the picture plane using one vanishing point.

Organic form. Three-dimensional free-flowing shapes found in nature.

Organic shape. Two-dimensional or flat free-flowing shapes found in nature.

Origami. The art of Oriental paper folding.

Papier Maché. A technique used to create three-dimensional forms with a mixture of shredded or torn paper and paste.

Pattern. Repetition of a motif involving line, shape, color, value, or space in a composition.

Perception. Visual and sensory awareness, discrimination, and integration of impressions, conditions, and relationships with regard to objects, images, and feelings.

Perspective. The representation of three-dimensional objects on a flat, two-dimensional surface; one-point, two-point, linear, aerial/atmospheric.

Photogram. A process in which light-sensitive paper is exposed with objects to create positive and negative space.

Photography. The technique of capturing optical images on light sensitive surfaces.

Pin hole camera. A hand made camera using a pin hole opening to expose the film to light.

Pointillism. A method of painting in which the dots of colors blend visually from a distance to create the illusion of forms, shapes, and outlines.

Portfolio. A comprehensive collection of student work.

Positive space. The space in a composition occupied by the subject or objects.

Primary colors. Red, yellow, blue.

Principles of design. Rhythm/movement, balance, unity/harmony, dominance/emphasis, repetition/pattern, proportion/scale, and contrast/variety.

Printmaking. The design and production of prints through a graphic art process. Processes may include intaglio, monoprint, silkscreen, stamp, engraving, lithograph, collograph, etc.

Process. A complex operation involving a number of methods or techniques, such as the addition and subtraction processes in sculpture, the etching and intaglio processes in printmaking, or the casting or construction processes in making jewelry.

Proportion. Scale or relationship of one part of a work of art to the other and to the whole.

- **Figure** (adult 71/2 heads high). Three and one-half heads from waist to top of head; four from waist to toes. Arms fall at mid thigh.
- **Portrait.** Eyes are one-half distance from top of head. Nose is one-half distance between eyes and chin. Mouth is one-half distance between nose and chin.

Radial balance. Type of balance in which forces or elements of a design come out from a central point.

Realism. A style of art that portrays people, objects, or places as we actually see them. Realistic art portrays lifelike colors, textures, shadows, proportions, and arrangements.

Repetition. A principle of design where a single element appears again and again. A technique for creating rhythm and unity.

Rhythm. Repetition of visual elements such as lines, shapes, or colors that may suggest movement.

Scale. Proportion.

Sculpture. Three-dimensional art forms created from processes of carving, modeling, and/or assemblage.

Secondary colors. Colors created by mixing two primary colors; orange, green, and violet.

Self-portrait. A rendering of the artist's own likeness.

Shade. A color with black added to it to change color value.

Shading. Gradation of tone or filling in areas through shadows.

Shape. Any two-dimensional area defined by line, color, tones, or edges.

Space. A perceived area or surface.

Spatial. Of, or existing, in space.

Split-complementary colors. A color and the two colors on either side of its complement on the color wheel.

Stained glass. Colored glass cut into pieces, arranged in a design, and joined with strips of lead.

Structures. Means of organizing the components of a work into a cohesive and meaningful whole, such as sensory qualities, organizational principles, expressive features, and functions of art.

Style. An artistic technique or way of expressing, using materials, constructing, or designing that is characteristic of an individual, group, period, or culture.

Subtractive sculpture. Process in which three-dimensional form is created by removing, cutting away, or carving out unwanted materials.

Symbol. Something that stands for, or represents, something else.

Synthesis. Combining of parts into a whole.

Tactile. Appealing to the sense of touch.

Techniques. Specific methods or procedures used in a larger process; for example, graduation of value or hue in painting, or conveying linear perspective through overlapping, shading, or varying size or color.

Technologies. Complex machines used in the study and creation of art, such as lathes, presses, computers, lasers, and video equipment.

Temporal. Worldly; or time; art enduring for a time.

Tertiary. The combination of a primary and a neighboring secondary color on the color wheel. Also known as intermediate colors.

Texture. The tactile quality of a surface. Actual - the physical roughness or smoothness of a surface. Simulated - the illusion of roughness or smoothness of a surface.

Theme. A subject or topic in artwork.

Three-dimensional form. Objects which have height, width, and depth.

Thumbnail sketches. Small drawings used to develop an idea or composition.

Timeline. Chart showing the chronological progression of art history.

Tint. A color with white added to raise or lighten its value.

Tone. Changes in intensity.

Triadic. The colors found on the color wheel which form an equilateral triangle.

Two-dimensional. Flat area having height and width but no actual depth.

Two-point perspective. Perspective viewed when an object is observed from an angle. There are two vanishing points.

Unity. A principle of design referring to the arrangement of a work in which all parts seem interrelated.

Value. The element of art that refers to the lightness or darkness of an object or color.

Value scale. Gradation of dark to light usually made on a scale of 1-10.

Variety. A principle of design concerned with difference or contrast.

Visual art. A broad category that includes the traditional fine arts such as drawing, painting, printmaking, sculpture; communication and design arts such as film, television, graphics, product design; architecture and environmental arts such as urban, interior, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials.

Warm colors. Colors which appear to advance spatially in an art work and suggest a warm, hot, or active mood. Warm colors include reds, yellows, and oranges.

Introduction to Visual Arts
Quality Core Curriculum
High School Art

In the high school program (grades 9-12), students expand and refine their arts knowledge and skills, working with a variety of media, tools, and processes to create increasingly mature works of art. A wide range of courses is provided from basic comprehensive to specialized.

A quality arts education program must go far *beyond "art product" orientation.* The development of problem-solving and higher-order thinking skills necessary for success in *life and work* are a major focus. In the high school program, students develop an understanding of interdisciplinary study and integration among and across the arts and other disciplines.

- The high school program provides opportunities for the student to develop ideas, plan, and produce works of art. In addition, students learn to talk and write about art with a degree of expertise by relating their work with that of professional artists.

- The art and "non-art" students learn to make *informed,* insightful *responses* to art that are broadened and enhanced. *Self-discipline and creative thinking* are encouraged. By using *higher level critical thinking skills* the student identifies problems, explores original solutions, and completes the process.

- The use of *technology* increases the students' ability to synthesize, integrate and construct new meanings from a wealth of new resources and information so that they understand the relationship among technical means, artistic technique, and artistic goals.

Art is examined and discussed as an avocation with its opportunities for lifelong learning and expression through visiting museums, making art, reading or writing about art and artists, buying art, and volunteering in the arts.

Examining a broad historical and cultural perspective allows students to better evaluate their own work and develop sensitivity to the art of others. Courses are designed to prepare all students to become culturally informed, aesthetically sensitive, and visually literate while motivating students with special interests to develop their artistic abilities.

A quality arts education program requires that students master skills such as creative thinking, problem-solving, risk-taking, teamwork, and communication. These skills will empower students to succeed in the highly competitive business careers of tomorrow.

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes

Fine Arts: Visual Arts: Advanced Placement Studio and Port: Grade 9-12

.9-12.	The College Board provides the content specifications for this course and can be contacted in Atlanta for the materials.			

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Georgia Quality Core Curriculum

Fine Arts: Visual Arts: Art History and Criticism: Grade 9-12

Artistic Skills and Knowledge: Creating, Performing, Producing

Strand	Content Standard	Topic	Concept	Notes
FAVA (AHC).9-12.1	Experiments with tools and materials (e.g., watercolor, charcoal, egg tempera), when appropriate, to enhance understanding of related historical concepts and analysis of medium and technique	Art Production	Media and Techniques	

Connections

Strand	Content Standard	Topic	Concept	Notes
FAVA (AHC).9-12.2	Uses descriptors, simile and metaphor to discuss unique and emotional content in art and compares with similar examples from literature	Interdisciplinary	Writing About Art	
FAVA (AHC).9-12.3	Examines and discusses the role of art and artifacts as a visual record of humankind's cultural, political, scientific, and religious history	Interdisciplinary	Role of Art in Society	
FAVA (AHC).9-12.4	Recognizes the application of higher order thinking skills (e.g., include tolerance of ambiguity, nuanced judgment, complex thinking, and finding structure in apparent disorder) in the creation and study of art and discusses their transfer to practical and workforce situations	Careers/Avocation	Art Education in Life	
FAVA (AHC).9-12.5	Discusses art as an avocation with its opportunities for lifelong learning and expression, such as visiting museums, making art, reading or writing about art and artists, buying art, and volunteering in the arts	Careers/Avocations	Art and Avocation	

Critical Analysis and Aesthetic Understanding

Strand	Content Standard	Topic	Concept	Notes
FAVA (AHC).9-12.6	Describes how subject matter and content interact with the elements of art and principles of design to produce a particular expressive quality	Criticism	Subject, Form, and Content	
FAVA (AHC).9-12.7	Compares general perceptions used in everyday living and aesthetic perception	Aesthetics	Perceptions	
FAVA (AHC).9-12.8	Discusses aesthetic issues such as: Why do humans create?, How is 20th century art like or unlike art making of earlier eras?, What makes an object art?, Can good art have disturbing content?, Must art be beautiful?, What needs does art fill in our society? In other societies?	Aesthetics	Ideas About Art	

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Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
FAVA (AHC).9-12.9	Discusses emotional responses to and possible interpretations of an artwork, citing specific qualities in the work that elicit the response.	Criticism	Expressive Qualities	
FAVA (AHC).9-12.10	Evaluates, based on predetermined criteria, own performance and progress on developing skills and knowledge.	Criticism	Self-Evaluation	
FAVA (AHC).9-12.11	Identifies the medium(s) and technique(s) used in selected artworks and discusses their influence on expressive qualities.	Criticism	Media and Technique	
FAVA (AHC).9-12.12	Compares and contrasts artworks from the same and different styles based on analysis of evidence in the artworks.	Criticism	Art Styles	
FAVA (AHC).9-12.13	Classifies various artworks according to style and function, and justifies choices based on evidence in the artworks.	Criticism	Functions of Art	
FAVA (AHC).9-12.14	Critiques artwork using the processes of description, analysis, interpretation, and judgment based on evidence observed in the artwork.	Criticism	Critique	

Historical and Cultural Context

Strand	Content Standard	Topic	Concept	Notes
FAVA (AHC).9-12.15	Evaluates the influences of historical, political, economic, social, cultural, religious, and technological factors on the development of selected art from prehistoric to contemporary times and in a variety of societies.	Art History	Influences on Art	
FAVA (AHC).9-12.16	Identifies and discusses related strands throughout the history of art, such as female sculpture or architectural support systems.	Art History	Connections Throughout Art History	
FAVA (AHC).9-12.17	Classifies chronologically and discusses selected artworks from the ancient art period (Ancient Near East, Greek, Etruscan, and Roman), looking at these elements: Stylistic qualities and influences on their development, Significance in history, Influences on later art and political, economic, social, and cultural influences.	Art History	Art from Ancient and Classical Periods	

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Strand	Content Standard	Topic	Concept	Notes
FAVA (AHC).9-12.18	Classifies and discusses selected artworks from the Medieval period, (e.g., Early Christian, Byzantine, Islamic, Migratory, Carolingian, Ottonian, Romanesque and Gothic): - Stylistic qualities and influence on their development - Significance in history - Influences on later art - Political, economic, social and cultural influences	Art History	Art from Medieval Period	
FAVA (AHC).9-12.19	Classifies and discusses selected artworks from the Renaissance and Baroque Periods (e.g., Early Renaissance, High Renaissance, Northern Renaissance, Mannerism, Baroque and Rococo): - Stylistic qualities and influences on their development - Significance in history - Influences on later art - Political, economic, social and cultural influences	Art History	Art from the Renaissance and Baroque Period	
FAVA (AHC).9-12.20	Classifies and discusses selected artworks from the Modern Period (Romanticism, Realism, Expressionism, Pop Art, and Photorealism), looking at these elements Stylistic qualities and influences on their development, Significance in history, Influences on later art, Political, economic, social, and cultural influences	Art History	Art from the Modern Period	
FAVA (AHC).9-12.21	Classifies and discusses examples of non-Western art (Indian, Chinese, Japanese, Oceanic, African, Pre-Columbian, Native American, and Hispanic), looking at these elements: Stylistic qualities and influence on their development, Significance in history, Influences on later art, Political, economic, social, and cultural influences, Function and philosophy of art in the society	Art History	Non-western Art	
FAVA (AHC).9-12.22	Recognizes and discusses universal themes of art	Art History	Themes in Art	

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Fine Arts: Visual Arts: Ceramics/Pottery: Grade 9-12

Artistic Skills and Knowledge: Creating, Performing, Producing

Strand	Content Standard	Topic	Concept	Notes
FAVA (CP).9-12.1	Uses preparatory sketches, plans, and produces hand-built and/or wheel-thrown ceramic works inspired by personal experience, social issues, observation of natural world, and research into selected cultures or ceramic artists	Art Production	Ceramic Technique	
FAVA (CP).9-12.2	Demonstrates proficiency in techniques, such as wedging, pinching, molding, scoring, and joining	Art Production	Ceramic Technique	
FAVA (CP).9-12.3	Demonstrates techniques of pottery formation such as pinch, coil, slab, molding, combination, and wheel-throwing	Art Production	Ceramic Technique	
FAVA (CP).9-12.4	Applies glazing techniques, such as brushing, dipping, pouring, wax resist, and stencil	Art Production	Ceramic Technique	
FAVA (CP).9-12.5	Uses a variety of decorative techniques, such as sgraffito, wax resist, slip trailing, stencil, and stamping	Art Production	Ceramic Technique	
FAVA (CP).9-12.6	Demonstrates a knowledge of the basic glaze chemistry (components of glaze compounds and their functions)	Art Production	Glaze Chemistry	
FAVA (CP).9-12.7	Demonstrates knowledge of firing chemistry processes including bisque, glaze, raku, wood, pit, gas, electricity, oxidation, and reduction	Art Production	Firing Process	
FAVA (CP).9-12.8	Demonstrates proper care and safe use of ceramic tools, equipment, and materials	Art Production	Safety and Maintenance	

Connections

FAVA (CP).9-12.9	Identifies and discusses career opportunities related to ceramics	Careers/Avocation	Ceramic Opportunities	

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Strand	Content Standard	Topic	Concept	Notes
FAVA (CP).9-12.10	Identifies and discusses the development and transfer of higher order thinking skills (e.g., include tolerance of ambiguity, nuanced judgment, complex thinking, finding structure within apparent disorder) used in the analysis, planning, and production of ceramics to practical and to workforce situations.	Careers/Avocation	Art Education and Life	
FAVA (CP).9-12.11	Examines the many connections between ceramics and chemistry including glaze chemistry, oxidation and reduction atmospheres, and chemical changes in clay during firing.	Interdisciplinary	Ceramics and Chemistry	
FAVA (CP).9-12.12	Synthesizes knowledge, appreciation, and respect of diverse cultures and societies from a study of their cultural artifacts (ceramics).	Interdisciplinary	Appreciation of Diversity	

Critical Analysis and Aesthetic Understanding

Strand	Content Standard	Topic	Concept	Notes
FAVA (CP).9-12.13	Explains how elements of art and principles of design contribute to expressive content and/or formal unity in ceramic work from varied cultures and historical periods.	Criticism	Composition	
FAVA(CP).9-12.14	Discusses the characteristics and origins of clay as an art material, its possibilities, and its limitations.	Criticism	Art Media	
FAVA (CP).9-12.15	Discusses the relationship of form (design, technique, and media) and function in selected ceramic works.	Criticism	Functions of Art	
FAVA (CP).9-12.16	Critiques ceramic artworks using the processes of description, analysis, interpretation, and judgment based on evidence observed in artworks.	Criticism	Description, Analysis, Interpretation, and Judgment	
FAVA (CP).9-12.17	Evaluates, based on predetermined criteria, own performance and progress on skills and written and visual products.	Criticism	Self-evaluation	
FAVA (CP).9-12.18	Discusses aesthetic issues such as: Why are hand-made objects sometimes more desirable than machine-made objects? Is form more important than function? Vice Versa? Equally Important? How do Western pottery aesthetic systems differ from those of other societies (Japanese, Selected Native American, Selected African)? Why has man historically decorated functional ceramics? Is pottery an art form, craft, or both? Why do humans have this innate need to add beauty and meaning to his/her world?	Aesthetics	Ideas About Art	

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Strand	Content Standard	Topic	Concept	Notes
FAVA(CP).9-12.19	Identifies and discusses how specific techniques, functions, and styles used in the creation of selected ceramic works affect the design	Criticism	Ceramic Technique, Function, and Style	
Historical and Cultural Context				
FAVA (CP).9-12.20	Identifies, compares, and contrasts major styles of ceramic works, their function in various world cultures, and their role as a visual record of history.	Art History	Art of Western and Non-Western Societies	
FAVA (CP).9-12.21	Researches, studies, and writes about ceramics from diverse societies via Internet museums, exhibits, and critiques as well as traditional texts and periodicals.	Art History	Researching Art	
FAVA (CP).9-12.22	Explains the influence of technology on ceramics/pottery production	Art History	Technology and Art	

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Fine Arts: Visual Arts: Comprehensive: Grade 9-12

Strand	Content Standard	Topic	Concept	Notes
Artistic Skills and Knowledge: Creating, Performing, Producing				
FAVA(Cmp).9-12.1	Applies higher order thinking skills (e.g., tolerance of ambiguity, nuanced judgment, complex thinking, and finding structure in apparent disorder) in the creation of multiple solutions to visual problems.	Art Production	Higher Order Thinking Skills	
FAVA(Cmp).9-12.2	Develops skills in using elements and principles to produce aesthetically pleasing compositions and to communicate expressive content	Art Production	Expressive Content and Composition	
FAVA(Cmp).9-12.3	Develops ideas, plans, and produces artworks that serve specific functions. (e.g., expressive, social, and utilitarian)	Art Production	Functions of Art	
FAVA(Cmp).9-12.4	Develops ideas, plans, and produces artworks (drawing, painting, sculpture, printmaking, computer art, and ceramics/pottery) using a variety of media, tools, and processes	Art Production	Media , Tools, and Processes	
FAVA(Cmp).9-12.5	Demonstrates proper care and safe use of tools and materials.	Art Production	Safety and Maintenance	
Connections				
FAVA(Cmp).9-12.6	Recognizes the application of higher-order thinking skills in the creation and production of artwork and discusses their transfer to practical and work force situations (e.g., tolerance of ambiguity, nuanced judgment, complex thinking, and finding structure in apparent disorder).	Careers/Avocations	Thinking Skills in Life	
FAVA(Cmp).9-12.7	Identifies and discusses the role of the arts in education for the work force (e.g., careers in the arts, development of specific work skills that businesses value).	Careers/Avocations	Art Education and Life	
FAVA(Cmp).9-12.8	Discusses art as an avocation with its opportunities for lifelong learning and expression, such as visiting museums, making art, reading or writing about art and artists, buying art, and volunteering in the arts.	Careers/Avocation	Art As An Avocation	

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Strand	Content Standard	Topic	Concept	Notes
FAVA(Cmp).9-12.9	Recognizes the role of technology in art production and careers (e.g., the many roles for artists in emerging technology fields, technology as an artist's tool much like a brush or pencil, the technology industry's need for individuals who can combine art skills, computer skills and complex thinking skills needed in the work force, and the importance of visual imagery in emerging technology, such as Internet, CD applications, and computer training).	Careers/Avocation Interdisciplinary	Technology and Art	
FAVA(Cmp).9-12.10	Applies concepts and ideas from another discipline and its topics as sources of ideas for own artworks.	Interdisciplinary	Ideas for Artwork	
Critical Analysis and Aesthetic Understanding				
FAVA(Cmp).9-12.11	Analyzes artists' use of the art elements and principles of design to communciate expressive content or ideas.	Criticism	Composition	
FAVA(Cmp).9-12.12	Compares and contrasts two art reviews or critiques to analyze the viewpoints (main idea) of the writers citing statements within the sources.	Criticism	Analysis of Critical Writers	
FAVA(Cmp).9-12.13	Interprets the content of objective (representational), abstract, and nonobjective artworks and discusses why artists might choose to work in each style.	Criticism	Objective, Abstract, and Nonobjective Content	
FAVA(Cmp).9-12.14	Identifies and analyzes the effect media and techniques have on the expressive and formal content of an artwork.	Criticism	Formal Content and Media	
FAVA(Cmp).9-12.15	Critiques artwork using the processes of description, analysis, interpretation, and judgment based on evidence observed in artwork.	Criticism	Description, Analysis, Interpretation, and Judgment	
FAVA(Cmp).9-12.16	Evaluates, based on predetermined criteria, own performance and progress on skills and written and visual products.	Criticism	Self-Evaluation	
FAVA(Cmp).9-12.17	Expands, enhances, and develops personal answers to aesthetic questions such as: What is aesthetics? What is the purpose of art? Why is art important to society? Why is it important for non-artists to study art? Why do people have differing responses to art? Why is there value in listening to and responding to others' reactions to art? Can good art be about unpleasant topics?	Aesthetics	Ideas About Art	
FAVA(Cmp).9-12.18	Develops and supports judgments of artworks based on specific aesthetic theories (e.g., Formalism, Expressionism, Imitationalism, and Functionalism).	Aesthetics	Aesthetic Theories	

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Historical and Cultural Context

Strand	Content Standard	Topic	Concept	Notes
FAVA(Cmp).9-12.19	Identifies selected major artists and artworks (Western and Non-Western), analyzes their historical and/or cultural significance, and evaluates the influence of historical factors on their development	Art History	Art of Western and Non-Western Societies	
FAVA(Cmp).9-12.20	Identifies, compares, and contrasts major styles of art and their distinguishing characteristics	Art History	Art Styles	
FAVA(Cmp).9-12.21	Evaluates through expository or creative writing the role of arts and artifacts as a) a visual record of humankind's cultural, political, scientific, and religious history b) a vehicle for gaining knowledge and understanding another culture	Art History	Art of Western and Non-Western Societies	
FAVA(Cmp).9-12.22	Compares and contrasts purposes and functions of art in our society and other societies, both past and present	Art History	Functions of Art	

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Fine Arts: Visual Arts: Computer Art: Grade 9-12

Artistic Skills and Knowledge: Creating, Performing, Producing

Strand	Content Standard	Topic	Concept	Notes
FAVA (CA).9-12.1	Uses a wide range of paint and image processing programs to create computer art	Art Production	Creating Computer Art	
FAVA (CA).9-12.2	Uses a wide range of digital techniques to produce art that imitates the real world (Realism/Imitationalism), is concerned with design and composition (Formalism), expresses a feeling or emotion (Emotionalism/Expressionalism), communicates an idea or concept (Functionalism/Social Commentary)	Art Production	Creating Art Based On Different Art Theories	
FAVA (CA).9-12.3	Uses appropriate computer software and hardware to develop ideas and sketches for creations in other art media	Art Production	Creating Computer Art	
FAVA (CA).9-12.4	Combines digital images with traditional art media	Art Production	Creating Computer Art	
FAVA (CA).9-12.5	Produces a related series of digital images that are based on students' imported art works and images created within the computer	Art Production	Creating Computer Art	
FAVA (CA).9-12.6	Demonstrates proper use and care of computer equipment and materials	Art Production	Safety and Maintenance	
FAVA (CA).9-12.7	Develops and applies basic computer knowledge such as file management, file formats, import devices, and capabilities of vector versus bitmapped software	Art Production	Computer Programs	
FAVA (CA).9-12.8	Produces digital imagery that exploits the computer's ability to combine verbal and visual communication	Art Production	Creating Computer Arts	

Connections

Strand	Content Standard	Topic	Concept	Notes
FAVA (CA).9-12.9	Recognizes the role of computer technology in art production and careers (e g , the many roles of artists in emerging technology fields, the computer as an artist's tool much like a brush or pencil, the importance of visual imagery in emerging technology, the increasing demand for individuals who can combine art skills, computer skills, and complex thinking skills critically needed in the work force)	Careers/Avocation	Role of Computer Technology in Art	

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
FAVA (CA).9-12.10	Recognizes the application of higher order thinking skills (e.g., tolerance of ambiguity, nuanced judgment, complex thinking, and finding structure from apparent disorder) in the creation and production of digital artwork and discusses their transfer to real life and work force situations.	Careers/Avocation	Art Education and Life	
FAVA (CA).9-12.11	Identifies how computer art is used in many facets of society from production of consumable items to mass media.	Interdisciplinary	Computer-generated Art in Society	

Critical Analysis and Aesthetic Understanding

Strand	Content Standard	Topic	Concept	Notes
FAVA (CA).9-12.12	Analyzes and evaluates the use of elements of art and principles of design in computer-generated (digital) images.	Criticism	Composition	
FAVA (CA).9-12.13	Identifies additive colors which comprise the basic palette of the computer display and subtractive colors which comprise the basic palette of the printing process.	Criticism	Color	
FAVA (CA).9-12.14	Identifies how the artist's choices, technique, and style interrelate to produce an intended expression in digital artwork.	Criticism	Expressive Qualities	
FAVA (CA).9-12.15	Critiques digital art using the processes of description, analysis, interpretation, and judgment based on evidence observed in the artwork.	Criticism	Description, Analysis, Interpretation, and Judgment	
FAVA (CA).9-12.16	Evaluates, based on predetermined criteria, own performance and progress on skills and written and visual products.	Criticism	Self-evaluation	
FAVA (CA).9-12.17	Discusses issues related to electronic technology and visual arts (e.g., Can the computer be used to produce "fine art"? What is the relationship between traditional printmaking and digital art? What ethics apply to copyright issues, computer art, and the Internet? What are the potentials and dangers of electronic technologies' effect on human interaction, communication, and expression? What are the relationships between the "language" of electronic media, such as image, sound, movement, and the arts? and How do arts serve to balance the use of technology in daily life?).	Aesthetics	Ideas About Art	

Historical and Cultural Context

Strand	Content Standard	Topic	Concept	Notes
FAVA (CA).9-12.18	Researches and discusses important turning points in the evolution of the computer.	Art History	Research in Art	

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Strand	Content Standard	Topic	Concept	Notes
FAVA (CA).9-12.19	Researches and writes about selected computer artists and artworks emphasizing their cultural significance, stylistic qualities, and historical references, using these following resources: Internet museums, exhibits, reviews, critiques, periodicals, books, local museums and galleries, videos, and CD ROMs	Art History	Art and Computer Resources	
FAVA (CA).9-12.20	Recognizes and analyzes examples of digital art in print and broadcast media	Art History	Print and Broadcast Media	
FAVA (CA).9-12.21	Describes examples of current trends in the field of computer art/design/graphics	Art History	Computer Art, Design, and Graphics Trends	

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes

Fine Arts: Visual Arts: Crafts: Grade 9-12

Artistic Skills and Knowledge: Creating, Performing, Producing

FAVA (Cr).9-12.1	Produces craft objects using knowledge of the elements of art and principles of design, characteristics of the medium, predetermined combinations of aesthetic and functional requirements, technical skills involved in good craftsmanship, a variety of construction, and decoration techniques and processes	Art Production	Creating Crafts
FAVA (Cr).9-12.2	Applies and recognizes the use of higher-order thinking skills (e.g., include tolerance of ambiguity, nuanced judgment, complex thinking, and finding structure in apparent disorder) in the creation of multiple solutions to visual problems in the crafts	Art Production	Multiple Solutions
FAVA (Cr).9-12.3	Demonstrates and applies knowledge of computer technology in production of crafts, such as pattern design for weaving fabrics, preparatory sketches, and record keeping	Art Production	Crafts and Technology
FAVA (Cr).9-12.4	Demonstrates safe and responsible use of tools and materials	Art Production	Safety and Maintenance

Connections

FAVA (Cr).9-12.5	Relates crafts to folklore of a wide range of cultures	Interdisciplinary	Folklore
FAVA (Cr).9-12.6	Evaluates through expository or creative writing the role of arts and artifacts as a visual record of humankind's cultural, political, scientific, and religious history	Interdisciplinary	Role of Art in Society
FAVA (Cr).9-12.7	Explores career opportunities in craft-related industries, such as the jewelry industry, fashion industry, textile industry, interior design, and studio art	Careers/Avocation	Career Opportunities
FAVA (Cr).9-12.8	Explores lifelong avocational opportunities in the crafts, such as producing, visiting museums and galleries, teaching, volunteering, collecting, reading, and writing about crafts	Career/Avocation	Avocational Opportunities

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
FAVA (Cr).9-12.9	Recognizes the application of higher order thinking skills (e.g., include tolerance of ambiguity, nuanced judgment, complex thinking, and finding structure in apparent disorder) in the creation and production of crafts and discusses their transfer to real life and work force situations.	Career/Avocation	Art Education and Life	

Critical Analysis and Aesthetic Understanding

Strand	Content Standard	Topic	Concept	Notes
FAVA (Cr).9-12.10	Identifies and describes visual and tactile qualities (elements of art and principles of design) that exist in crafts from varied societies and analyzes how they communicate expressive content	Criticism	Expressive Qualities	
FAVA (Cr).9-12.11	Identifies and discusses media, techniques, and processes used to create crafts	Criticism	Media and Techniques	
FAVA (Cr).9-12.12	Classifies themes observed in crafts from varied societies throughout history	Criticism	Themes of Art	
FAVA (Cr).9-12.13	Examines the functions of crafts from diverse cultures and times and evaluates their role in society	Criticism	Functions of Art	
FAVA (Cr).9-12.14	Critiques crafts using the processes of description, analysis, interpretation, and judgment based on evidence observed in artworks.	Criticism	Description, Analysis, Interpretation, Judgment	
FAVA (Cr).9-12.15	Evaluates, based on predetermined criteria, own performance and progress on skills and written and visual products	Criticism	Self-evaluation	
FAVA (Cr).9-12.16	Formulates ideas about crafts-related aesthetic issues such as form vs. function, mankind's pervasive need to decorate objects in the environment and for personal adornment, the appeal of hand-made versus machine-made objects, ethical issues involved in the collection and exhibit of craft artifacts for museums, the lines between art, fine crafts, and home industry mass production, placing monetary value on fine crafts, folk crafts, and outsider art	Aesthetics	Ideas in Art	

Historical and Cultural Context

Strand	Content Standard	Topic	Concept	Notes
FAVA (Cr).9-12.17	Defines and discusses the use of the terms, fine crafts, folk crafts, and outsider art	Art History	Defining Crafts	

Strand	Content Standard	Topic	Concept	Notes
FAVA (Cr).9-12.18	Examines changes in the role of crafts in primitive through modern societies	Art History	Role of Crafts	
FAVA (Cr).9-12.19	Explains the influences of cultural factors upon the development of crafts from different societies	Art History	Cultural Influences	
FAVA (Cr).9-12.20	Distinguishes among crafts from major cultural areas of the world, including Europe, Africa, Latin America, North America, and Asia and from different periods in time	Art History	Crafts from Western and Non-Western Societies	
FAVA (Cr).9-12.21	Researches and writes about diverse fine crafts, folk crafts, and outside art using the resources of the Internet museums, exhibits, review, critiques, periodicals, texts, local museums and galleries, videos, and CD-ROMs	Art History	Research in Art	

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes

Fine Arts: Visual Arts: Drawing: Grade 9-12

Artistic Skills and Knowledge: Creating, Performing, Producing

Strand	Content Standard	Topic	Concept	Notes
FAVA (D).9-12.1	Develops ideas, plans, and produces artworks that serve specific functions (e.g., expressive, social, and utilitarian).	Art Production	Functions of Art	
FAVA (D).9-12.2	Creates drawings using the elements of art and principles of design for compositions expressing an intended meaning and/or specific visual effects.	Art Production	Composition	
FAVA (D).9-12.3	Applies higher-order thinking skills (e.g., nuanced judgment, tolerance of ambiguity, complex thinking, finding structure in apparent disorder) in the creation of multiple solutions to drawing problems and discusses their transfer to real life and work force situations.	Art Production	Higher-Order Thinking Skills	
FAVA (D).9-12.4	Synthesizes and applies knowledge of the computer as a drawing tool by creating drawings, importing and altering drawings created in traditional media, and generating images for mixed media drawings.	Art Production	Technology in Art	
FAVA (D).9-12.5	Uses a wide variety of media, tools and processes, and techniques to create drawings that imitate the real world (Realism), are concerned with design and composition (Formalism), express a feeling or emotion (Expressionism/ Emotionalism).	Art Production	Drawing Approaches	
FAVA (D).9-12.6	Produces representational, abstract, and nonobjective drawings using a variety of techniques including gesture, contour, value to model form (rendering, hatching, wash), traditional, and innovative drawing media.	Art Production	Drawing Techniques	
FAVA (D).9-12.7	Demonstrates proper care and safe use of materials and tools.	Art Production	Safety and Maintenance	
FAVA (D).9-12.8	Identifies, describes, and applies techniques that portray three-dimensional space on a two-dimensional surface.	Art Production	Three-dimensional Space	

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Connections

Strand	Content Standard	Topic	Concept	Notes
FAVA (D).9-12.9	Identifies and discusses the role of drawing in developing life skills and educating for the work force careers which require drawing skills, the role of art education in developing life skills and skills that businesses value, drawing as an avocation, drawing as a communication tool	Career/Avocation	Art Education and Life	
FAVA (D).9-12.10	Examines the relationship between visual arts and other disciplines, such as anatomy and figure drawing, dance and gesture drawing, color theory and science, drawing illustrations and design in digital communications, and the Internet and broadcast media	Interdisciplinary	Other Subject Relationships	
FAVA (D).9-12.11	Applies concepts and ideas from other disciplines and their topics as sources of ideas for own artwork	Interdisciplinary	Other Subject Relationships	

Critical Analysis and Aesthetic Understanding

Strand	Content Standard	Topic	Concept	Notes
FAVA (D).9-12.12	Analyzes the effect of subject matter, technique, and medium on the expressive quality of drawings	Criticism	Expressive Quality	
FAVA (D).9-12.13	Critiques drawings using the processes of description, analysis, interpretation, and judgment	Criticism	Description, Analysis, Interpretation, and Judgment	
FAVA (D).9-12.14	Analyzes drawings by significant artists and synthesizes information gained into the production of drawings that express mood, motion, and energy	Criticism	Analysis of Drawings	
FAVA (D).9-12.15	Evaluates, based on predetermined criteria, own performance and progress on skills and written and visual products	Criticism	Self-evaluation	
FAVA (D).9-12.16	Makes informed responses by relating own drawings to drawings by major contemporary and traditional artists	Aesthetics	Self-evaluation	
FAVA (D).9-12.17	Develops and applies appropriate criteria for making aesthetic judgments about a wide range of objective, abstract, and nonobjective drawings	Aesthetics	Art Evaluation	
FAVA (D).9-12.18	Begins to develop and describe artistic voice (own style, approach to art, and personal messages to communicate)	Aesthetics	Artistic Voice	

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
FAVA (D).9-12.19	Expands personal answers to questions, e.g., What is art (drawings)? What is the role of art (drawings) in society? Can digital drawings be fine art?	Aesthetics	Ideas About Art	

Historical and Cultural Context

Strand	Content Standard	Topic	Concept	Notes
FAVA (D).9-12.20	Researches, analyzes, and writes about diverse drawings and artists through Internet museums, exhibits, reviews and critiques, periodicals, texts, local museums, and galleries.	Art History	Researching Art	
FAVA (D).9-12.21	Identifies, compares, and contrasts drawings by significant artists from different historical periods, art styles, and world cultures.	Art History	Major Artists and Art Styles	
FAVA (D).9-12.22	Explains the influences of historical and social factors on the development of selected drawings.	Art History	Influences On Art	

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Georgia Quality Core Curriculum

Fine Arts: Visual Arts: Graphic Design: Grade 9-12

Artistic Skills and Knowledge: Creating, Performing, Producing

Strand	Content Standard	Topic	Concept	Notes
FAVA(G).9-12.1	Develops ideas, plans, and produces graphic designs that serve varied commercial purposes	Art Production	Creating Graphic Designs	
FAVA(G).9-12.2	Develops skills in using the elements of art and the principles of design to produce aesthetically pleasing compositions and to communicate expressive content	Art Production	Expressive Content	
FAVA(G).9-12.3	Applies and recognizes the use of higher-order thinking skills (e.g., tolerance for ambiguity, nuanced judgment, complex thinking, and finding structure in apparent disorder) in the creation of multiple solutions to graphic problems	Art Production	Art Education and Life	
FAVA(G).9-12.4	Produces a graphic design that uses type and illustration to communicate to a predetermined audience	Art Production	Creating Graphic Designs	
FAVA(G).9-12.5	Practices responsible and safe use of tools and materials	Art Production	Safety and Maintenance	
FAVA(G).9-12.6	Recognizes and applies the knowledge that designers often use: defining the problem, developing multiple ideas, elaborating and refining selected ideas, and finally giving form to the idea with art media	Art Production	Creative Process	

Connections

Strand	Content Standard	Topic	Concept	Notes
FAVA(G).9-12.7	Recognizes the application of higher-order thinking skills (e.g., tolerance of ambiguity, nuanced judgment, complex thinking, finding structure in apparent disorder) in the creation and production of graphic design and discusses their transfer to life and work situations	Careers/Avocation	Art Education and Life	
FAVA(G).9-12.8	Identifies and discusses the role of graphic design in education for careers in graphic arts, e.g., illustrator, art director, graphic designer, and development of specific work skills that businesses value	Careers/Avocations	Role of Graphic Designer	
FAVA(G).9-12.9	Evaluates educational opportunities in the graphic arts and prepares a portfolio of original graphic designs	Careers/Avocations	Career Opportunities	

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Strand	Content Standard	Topic	Concept	Notes
FAVA(G).9-12.10	Applies a variety of writing skills in creating copy for graphic design products	Interdisciplinary	Writing in Art	

Critical Analysis and Aesthetic Understanding

Strand	Content Standard	Topic	Concept	Notes
FAVA(G).9-12.11	Analyzes and evaluates the use of the elements of art and principles of design to communicate expressive content and/or ideas in graphic design	Criticism	Expressive Qualities	
FAVA(G).9-12.12	Selects and applies criteria appropriate for the evaluation of specific graphic/commercial designs	Criticism	Evaluation	
FAVA(G).9-12.13	Identifies and analyzes the effect that media and techniques have on the creation of graphic design	Criticism	Media and Techniques	
FAVA(G).9-12.14	Critiques graphic design using the processes of description, analysis, interpretation, and judgment based on evidence observed in the artworks	Criticism	Description, Analysis, Interpretation, and Judgment	
FAVA(G).9-12.15	Evaluates, based on predetermined criteria, own performance and progress on skills and written and visual products	Criticism	Self-evaluation	
FAVA(G).9-12.16	Discusses the relationship of commercial art and fine art	Aesthetics	Defining Art	
FAVA(G).9-12.17	Develops and supports judgments about graphic arts based on specific aesthetic theories: Formalism, Expressionism, Imitationalism, and Functionalism	Aesthetics	Art Theories	
FAVA(G).9-12.18	Differentiates between judgments of graphic (commercial) design based on personal preferences and those based on critical analysis and cites specific qualities within the work that elicit response.	Aesthetics	Judgments	

Historical and Cultural Context

Strand	Content Standard	Topic	Concept	Notes
FAVA(G).9-12.19	Compares and contrasts purposes and functions of graphic design in our society and other societies both past and present.	Art History	Functions of Art	
FAVA(G).9-12.20	Identifies, compares, and contrasts major styles of graphic design and their distinguishing characteristics.	Art History	Art Styles	

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
FAVA(G).9-12.21	Recognizes the influence of art including Fauvisim, Impressionism, Cubism, Minimalism, and Abstract Expressionism, on selected graphic designs	Art History	Art Influences	
FAVA(G).9-12.22	Researches and analyzes diverse graphic designs via Internet, periodicals, texts, and videos	Art History	Researching Art	

Georgia Quality Core Curriculum

Fine Arts: Visual Arts: Painting: Grade 9-12

Artistic Skills and Knowledge: Creating, Performing, Producing

Strand	Content Standard	Topic	Concept	Notes
FAVA (P).9-12.1	Develops ideas, plans, and produces original paintings from these content areas: observation experiences, imagination, and emotions.	Art Production	Painting Approaches	
FAVA (P).9-12.2	Develops ideas, plans, and produces paintings that emphasize selected elements of art and principles of design.	Art Production	Composition	
FAVA (P).9-12.3	Demonstrates use of color theory (hue, intensity, value, and color schemes) to create expressive qualitites in paintings and to portray subjects in different lighting conditions.	Art Production	Color	
FAVA (P).9-12.4	Experiments with tools, media (including computer paint programs), and methods of paint application to create a variety of painting effects.	Art Production	Painting Techniques and Media	
FAVA (P).9-12.5	Uses spatial concepts to create the illusion of depth in paintings.	Art Production	Three-Dimensional Space	
FAVA (P).9-12.6	Recognizes that painters use a problem-solving process (e.g., conceiving an idea, elaborating and refining it, giving form to the idea with paint media, evaluating the result, and then beginning the process again) to create and applies that process in own artwork.	Art Production	Problem-Solving	
FAVA (P).9-12.7	Demonstrates and applies knowledge of computer technology in painting, such as paint programs, importing and altering own paintings, and use of own digital art in mixed media paintings.	Art Production	Technology and Art	

Connections

Strand	Content Standard	Topic	Concept	Notes
FAVA (P).9-12.8	Relates color theory to science and discusses difference between pigment and light color theories.	Interdisciplinary	Color	
FAVA (P).9-12.9	Applies concepts and ideas from other disciplines as sources of ideas for own artworks.	Interdisciplinary	Ideas for Art	

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
FAVA (P).9-12.10	Evaluates through expository or creative writing the role of paintings as a visual record of humankind's cultural, political, scientific, and religious history	Interdisciplinary	Art and Social Studies	
FAVA (P).9-12.11	Recognizes the application of higher-order thinking skills (e.g., tolerance of ambiguity, nuanced judgment, complex thinking, and finding structure in apparent disorder) in the creation and production of paintings and discusses their transfer to practical and workforce situations	Careers/Avocations	Art Education and Life	

Critical Analysis and Aesthetic Understanding

Strand	Content Standard	Topic	Concept	Notes
FAVA (P).9-12.12	Describes how the elements of art and the principles of design function to create selected expressive and/or visual qualities	Criticism	Composition	
FAVA (P).9-12.13	Recognizes and describes the content of objective, abstract and nonobjective paintings	Criticism	Objective, Abstract, and Nonobjective Content	
FAVA (P).9-12.14	Critically analyzes paintings using the processes of description, analysis, interpretation, and judgment based on evidence observed in the work	Criticism	Description, Analysis, Interpretation, and Judgment	
FAVA (P).9-12.15	Evaluates, based on predetermined criteria, own performance and progress on skills and written and visual products	Criticism	Self-evaluation	
FAVA (P).9-12.16	Compares and contrasts paintings that are similar and those that are different in style	Criticism	Painting Styles	
FAVA (P).9-12.17	Makes informed aesthetic responses by relating his/her own paintings to work by major artists	Aesthetics	Self-evaluation	

Historical and Cultural Context

Strand	Content Standard	Topic	Concept	Notes
FAVA (P).9-12.18	Recognizes and discusses selected major paintings, artists, and styles from diverse historical periods of world cultures	Art History	Art of Western and Non-Western Societies	
FAVA (P).9-12.19	Determines the influences of historical, social, and religious factors on the development of paintings	Art History	Influences on Art	

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Strand	Content Standard	Topic	Concept	Notes
FAVA (P).9-12.20	Compares the roles of a painter in contemporary society with the historical roles of the painter in world societies	Art History	Role of Painter in Society	
FAVA (P).9-12.21	Researches and analyzes diverse paintings through Internet museums, exhibits, reviews and critiques, periodicals, texts, local museums and galleries	Art History	Researching Art	

Fine Arts: Visual Arts: Photography: Grade 9-12

Artistic Skills and Knowledge: Creating, Performing, Producing

Strand	Content Standard	Topic	Concept	Notes
FAVA(Ph).9-12.1	Develops ideas, plans, and produces a series of photographs within constraints of selected problems with emphasis on particular elements of art and principles of design, emphasis on a particular function, and emphasis on a particular idea, concept, or emotion	Art Production	Creating Photographs	
FAVA(Ph).9-12.2	Produces photographs from a variety of objective, abstract, and nonobjective subjects and content	Art Production	Objective, Abstract, and Nonobjective Content	
FAVA(Ph).9-12.3	Produces a series of systematically altered digital photographs that are based on student's imported photographs and on images created within the computer	Art Production	Art and Technology	
FAVA(Ph).9-12.4	Demonstrates safe and proper use of photographic tools and processes	Art Production	Safety and Maintenance	

Connections

Strand	Content Standard	Topic	Concept	Notes
FAVA(Ph).9-12.5	Recognizes the many connections between photography, science, and mathematics, such as light and color theory, anatomy of the eye and the camera, f-stop shutter ratios, and aperture-distance ratios	Interdisciplinary	Art and Relationship to Other Subjects	
FAVA(Ph).9-12.6	Recognizes the role of computer technology in photography careers and production such as the many roles for artists in emerging technological fields; the computer as an artist's tool much like the brush or pencil; the importance of visual imagery in emerging technology; the increasing demand for individuals who can combine photography/art skills; complex thinking and computer skills.	Careers/Avocations	Art and Technology	
FAVA(PH).9-12.7	Recognizes the application of higher-order thinking skills (e.g., tolerance of ambiguity, nuanced judgment, complex thinking, and finding structure in apparent disorder) in the creation and production of photographs and discusses their transfer to life and work situations.	Careers/Avocations	Art Education and Life	
FAVA(Ph).9-12.8	Identifies and discusses artistic and commercial career opportunities in the field of photography and the role of photography as an avocation.	Careers/Avocations	Career Opportunities	

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
Critical Analysis and Aesthetic Understanding				
FAVA(Ph).9-12.9	Compares and contrasts photographers' use of the elements of art and principles of design or combination of both to communicate expressive content or ideas	Criticism	Expressive Qualities	
FAVA(Ph).9-12.10	Interprets the content of objective, abstract, and nonobjective photographs and discusses why photographers might choose to work in each style	Criticism	Objective, Abstract, and Nonobjective Content	
FAVA(Ph).9-12.11	Explains how the artist's choices in technique, media, and style interrelate to produce a particular expressive content in selected photographs	Criticism	Artistic Choices and Content	
FAVA(Ph).9-12.12	Compares two or more photographs of similar style and identifies those qualities that relate to the artworks	Criticism	Art Styles	
FAVA(Ph).9-12.13	Makes informed aesthetic responses by relating their own photographs to photographs by major 20th-century photographers	Aesthetics	Aesthetic Perceptions	
FAVA(Ph).9-12.14	Evaluates, based on predetermined criteria, own performance and progress on skills and written and visual products	Criticism	Self-Evaluation	
FAVA(Ph).9-12.15	Discusses aesthetic issues related to computer art and photography (e.g., When is a photograph art and when is it a personal record of one's life? Can the computer be used to produce photographic imagery? What is the relationship between traditional photography and digital photography? What ethics apply to copyright issues, digital art, photography, and the Internet?)	Aesthetics	Ideas in Art	
Historical and Cultural Context				
FAVA(Ph).9-12.16	Evaluates the influences of historical and social factors upon the development of selected photographs and equipment	Art History	Influences on Art	
FAVA(Ph).9-12.17	Identifies, compares, and contrasts major styles of photography and their distinguishing characteristics	Art History	Art Styles	
FAVA(Ph).9-12.18	Identifies and discusses selected artists who have contributed to the development of photography and evaluates the influence of historical factors on their significance	Art History	Development of the Art of Photography	

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
FAVA(Ph).9-12.19	Explains the changes in photography brought about by new technology and media	Art History	Art and Technology	

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Georgia Quality Core Curriculum

Fine Arts: Visual Arts: Printmaking: Grade 9-12

Strand	Content Standard	Topic	Concept	Notes
Artistic Skills and Knowledge: Creating, Performing, Producing				
FAVA (Pr).9-12.1	Uses a wide variety of media and techniques to create prints that imitate the real world (Realism), are concerned with design and composition (Structuralism/Formalism), express a feeling or emotion (Emotionalism/Expressionism), explore new technology for printmaking, such as computers, scanners and copy machines	Art Production	Printmaking Approaches	
FAVA (Pr).9-12.2	Develops ideas, plans, and produces editions of prints that serve specific functions (e.g., expressive, social, and functional)	Art Production	Functions of Art	
FAVA (Pr).9-12.3	Produces prints from a variety of objective, abstract, and nonobjective subjects and content	Art Production	Objective, Abstract, and Nonobjective Content	
FAVA (Pr).9-12.4	Applies higher-order thinking skills (e.g., tolerance of ambiguity, nuanced judgment, complex thinking, finding structure in apparent disorder) in the creation of multiple solutions to printmaking problems and discusses their transfer to practical and work force situations	Art Production	Higher-Order Thinking Skills	
Connections				
FAVA (Pr).9-12.5	Recognizes the role of computer technology in art production and careers (e.g., the many roles for artists in emerging technology fields, the computer as an artist's tool much like a brush or pencil, the importance of visual imagery in emerging technology, the increasing demand for individuals who can combine art skills, computer skills, and complex thinking skills critically needed in the work force)	Interdisciplinary Career/Avocation	Art and Technology	
FAVA (Pr).9-12.6	Relates art with social studies by reviewing history connected to and reflected in prints from different periods of history	Interdisciplinary	Art and Social Studies	
Critical Analysis and Aesthetic Understanding				
FAVA (Pr).9-12.7	Describes and distinguishes among printmaking processes, such as lithography, relief, intaglio, serigraphy, and monoprint	Criticism	Printing Techniques	

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
FAVA (Pr).9-12.8	Compares and contrasts the way printmakers have used the elements of art and principles of design to communicate specific expressive content or ideas	Criticism	Composition	
FAVA (Pr).9-12.9	Recognizes and describes the content of objective, abstract, and nonobjective prints	Criticism	Objective, Abstract, and Nonobjective Content	
FAVA (Pr).9-12.10	Analyzes how medium, technique, and style interrelate to produce particular expressive content in prints	Criticism	Expressive Qualities	
FAVA (Pr).9-12.11	Evaluates, based on predetermined criteria, own performance and progress on skills and written and visual products	Criticism	Self-evaluation	
FAVA (Pr).9-12.12	Develops and applies appropriate criteria for making aesthetic judgments about a wide range of prints	Aesthetics	Evaluating Art	
FAVA (Pr).9-12.13	Begins to develop and describe artistic voice (own style, approaches to printmaking, personal messages to communicate)	Aesthetics	Artistic Voice	
FAVA (Pr).9-12.14	Justifies personal responses to objective, abstract, and nonobjective prints citing those specific qualities within the print that elicit the response	Aesthetics	Evaluating Art	
FAVA (Pr).9-12.15	Discusses aesthetics issues related to technology such as: Can the computer be used to produce "fine art" prints? What is the relationship between traditional printmaking and digital art? What ethics apply to copyright issues, computer art, and the Internet?	Aesthetics	Art and Technology	
FAVA (Pr).9-12.16	Develops a degree of expertise in learning to make informed aesthetic responses by relating own prints to those of major 19th- and 20th- century printmakers	Aesthetics	Self-evaluation	

Historical and Cultural Context

Strand	Content Standard	Topic	Concept	Notes
FAVA (Pr).9-12.17	Identifies and discusses historical periods and world cultures in which selected prints were produced	Art History	Art from Western and Non-Western Societies	
FAVA (Pr).9-12.18	Compares prints of contemporary and past societies to ascertain the similarities and differences in processes, tools, styles, and content and function	Art History	Art from Western and Non-Western Societies	

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Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
FAVA (Pr).9-12.19	Identifies, compares, and contrasts significant printmakers from different historical periods and world cultures, such as Hokusai, Rembrandt, and Kollwitz	Art History	Major Printmakers	
FAVA (Pr).9-12.20	Researches, analyzes, and writes about diverse examples of printmaking using Internet museums, exhibits, reviews and critiques, periodicals, texts, local museums, and galleries	Art History	Researching Art	

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Georgia Quality Core Curriculum

Fine Arts: Visual Arts: Sculpture: Grade 9-12

Strand	Content Standard	Topic	Concept	Notes
Artistic Skills and Knowledge: Creating, Performing, Producing				
FAVA (S).9-12.1	Produces sculpture within constraints of selected problems, such as emphasis on positive and negative space, emphasis on particular elements of art and principles of design, and emphasis on sculpture that serves a specific function (expressive, social, and utilitarian)	Art Production	Sculptural Approaches	
FAVA (S).9-12.2	Uses additive, subtractive, and modeling techniques to produce a variety of sculpture, including relief and in-the-round	Art Production	Techniques	
FAVA (S).9-12.3	Recognizes that sculptors often use a problem-solving process (e.g., conceiving an idea, elaborating and refining it, giving form to the idea with art media, evaluating the result, and then beginning the process again) to create sculpture and applies that process in own work	Art Production	Problem-Solving Process	
FAVA (S).9-12.4	Applies higher-order thinking skills (examples include tolerance of ambiguity, nuanced judgment, complex thinking, and finding structure from apparent disorder) in the creation of multiple solutions to visual problems and discusses their transfer to practical and to work force situations	Art Production	Higher-Order Thinking Skills	
Connections				
FAVA (S).9-12.5	Evaluates through expository or creative writing the role of sculpture as a visual record of humankind's cultural, political, scientific, and religious history	Interdisciplinary	Art and Social Studies	
FAVA (S).9-12.6	Recognizes how artists use various forms of technology, such as digital images, video and other emerging technology, to create sculpture and to achieve an intended meaning	Interdisciplinary	Technology and Art	
FAVA (S).9-12.7	Applies concepts and ideas from other disciplines and their topics as sources of ideas for own artwork	Interdisciplinary	Ideas for Artworks	
FAVA (S).9-12.8	Makes connections between other disciplines and sculpture, such as the study of anatomy; the chemistry and physics involved in sculptural processes; similarities between sculpture and dance, theater, and music of the same historical period	Interdisciplinary	Sculpture, Science, and the Other Arts	

Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
Critical Analysis and Aesthetic Understanding				
FAVA (S).9-12.9	Explains how elements of art and principles of design contribute to a sculpture's expressive content and/or formal qualities.	Criticism	Composition	
FAVA (S).9-12.10	Identifies and discusses specific media and techniques used in the creation of sculpture.	Criticism	Media and Techniques	
FAVA (S).9-12.11	Justifies personal emotional responses to a sculpture citing qualities within the work that elicit the response. Also differentiates between judgments based on personal preference and those based on critical analysis.	Criticism	Art Evaluation	
FAVA (S).9-12.12	Evaluates, based on predetermined criteria, own performance and progress on skills and written and visual products.	Criticism	Self-evaluation	
FAVA (S).9-12.13	Compares the viewpoints of tribal and primitive societies for whom "sculpture" (art) is not separated from daily life with those of Western society in which sculpture is classified as art.	Aesthetics	Ideas About Art	
FAVA(S).9-12.14	Develops and supports judgments of sculpture based on specific aesthetic stances (e.g., Formalism, Expressionism, Emotionalism, Imitationalism, and Functionalism).	Aesthetics	Aesthetic Theories	
FAVA (S).9-12.15	Makes informed aesthetic responses by relating his/her own sculptures to work by major artists (sculptors).	Aesthetics	Self-evaluation	
FAVA (S).9-12.16	Explains the relationship of decorative and functional qualities in sculptures.	Aesthetics	Function Versus Form	
Historical and Cultural Context				
FAVA (S).9-12.17	Identifies and explains major styles of sculpture and their development.	Art History	Major Sculpture Styles	
FAVA (S).9-12.18	Identifies selected major sculptures (Western and non-Western), analyzes their historical and/or cultural significance, and evaluates the influence of historical factors on their development.	Art History	Art of Western and Non-Western Societies	

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Georgia Quality Core Curriculum

Fine Arts: Visual Arts: Video/Film: Grade 9-12

Artistic Skills and Knowledge: Creating, Performing, Producing

Strand	Content Standard	Topic	Concept	Notes
FAVA (VF).9-12.1	Evaluates, based on predetermined criteria, own progress on skills, and written and art production goals	Art Production	Self-evaluation	
FAVA (VF).9-12.2	Develops ideas, plans, and produces video/film art within the constraints of selected problems with emphasis on particular elements of art and principles of design, emphasis on a particular function, and emphasis on a particular idea, concept, or emotion	Art Production	Creating Video/Film	
FAVA (VF).9-12.3	Produces video/film that imitate the real world (Realism), are concerned with design and composition (Formalism), and express a feeling or emotion (Expressionism/Emotionalism)	Art Production	Creating and Producing Video/Film	
FAVA (VF).9-12.4	Explores and uses various types of animation	Art Production	Animation	
FAVA (VF).9-12.5	Demonstrates proper use and care of equipment and materials	Art Production	Safety and Maintenance	
FAVA (VF).9-12.6	Uses appropriate computer software and hardware to develop ideas, sketches, and story boards for video/film art	Art Production	Creating and Producing Video/Film	

Connections

Strand	Content Standard	Topic	Concept	Notes
FAVA(VF).9-12.7	Produces video/film art which is based on concepts and ideas from other disciplines, such as language arts, social studies, science, and other arts	Interdisciplinary	Art and Relationship to Other Subjects	
FAVA(VF).9-12.8	Recognizes the application of higher-order thinking skills (e.g., tolerance of ambiguity, nuanced judgment, complex thinking, finding structure in apparent disorder) in the creation and production of video/film art. Discusses their transfer to life and work situations	Careers/Avocation	Art Education and Life	

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Georgia Quality Core Curriculum

Strand	Content Standard	Topic	Concept	Notes
FAVA(VF).9-12.9	Recognizes the role of video technology in video technology careers; the importance of visual imagery technology in the video industry; and the increasing demand for multiple art skills, technology skills, and complex thinking skills in career opportunities.	Careers/Avocation	Art and Technology	
FAVA(VF).9-12.10	Identifies how video and film are used in many facets of society from fine art to mass media.	Interdisciplinary	Art and Society	

Critical Analysis and Aesthetic Understanding

Strand	Content Standard	Topic	Concept	Notes
FAVA (VF).9-12.11	Identifies how the artists' choices in technique and style interrelate to produce an intended expression in video and film.	Criticism	Expressive Qualities	
FAVA (VF).9-12.12	Critiques video and film using the processes of description, analysis, interpretation, and judgment based on evidence observed in the artwork.	Criticism	Description, Analysis, Interpretation, and Judgment	
FAVA (VF).9-12.13	Explains additive color (light) and subtractive color (pigment, ink, and dye).	Criticism	Color	
FAVA (VF).9-12.14	Explains the function of moving images (video and film) as art tools and compares their use to traditional art media.	Criticism	Functions of Art	
FAVA (VF).9-12.15	Compares and contrasts video and film artists' use of the elements of art and principles of design, or combinations of both, to communicate ideas or expressive content.	Criticism	Composition	
FAVA (VF).9-12.16	Recognizes the role of video as an art form versus a personal record of one's life.	Aesthetics	Ideas About Art	
FAVA (VF).9-12.17	Develops a degree of expertise in learning to make informed aesthetic responses by relating own video/film art to work by major 20th-century video artists.	Aesthetics	Self-evaluation	

Historical and Cultural Context

Strand	Content Standard	Topic	Concept	Notes
FAVA (VF).9-12.18	Describes examples of current trends in video and film.	Art History	Trends in Video/Film	

Strand	Content Standard	Topic	Concept	Notes
FAVA (VF).9-12.19	Researches and discusses important turning points, artistically and technologically, in the evolution of video and film art	Art History	Art and Technology	
FAVA (VF).9-12.20	Researches and writes about selected video/film artists and artworks. Demonstrates knowledge of their cultural significance, stylistic qualities, and historic influences. Uses computer and traditional print resources.	Art History	Art Research	
FAVA (VF).9-12.21	Compares and contrasts major styles of videos/films and their distinguishing characteristics	Art History	Art Styles	
FAVA (VF).9-12.22	Identifies and discusses selected artists who have significantly contributed to the development of video and film art and evaluates the influence of historical, social, and political factors on their work	Art History	Influences on Art	

Georgia's Quality Core Curriculum

Technology/Career Education
Grades 9-12

Introduction to Technology/Career Education
Quality Core Curriculum
6-12

The primary purpose of the revised Technology/Career QCC is to equip students with the academic, technical, and leadership skills that they will need to succeed in life. Through a partnership between education and industry, the Technology/Career curriculum will provide students with a solid foundation for their future careers.

Technology/Career education provides students with knowledge that enables them to continue learning on the postsecondary level and throughout their careers. The revised Technology/Career QCC facilitates development of programs of study that reflect career goals of individual students and incorporate current industry standards, high-level academic knowledge, and postsecondary requirements. The revised QCC also addresses the need to reinforce classroom skill development through participation in co-curricular vocational student organizations and structured work-based learning programs such as youth apprenticeship, internship, and cooperative education.

Because technology is evolving rapidly, the Technology/Career QCC standards are broadly based and permit development of curriculum that can be updated to meet changing industry standards. Each Technology/Career area has a common set of standards that address higher thinking, leadership, team cooperation, and other workplace readiness skills, as well as content standards specific to various occupational programs.

Georgia Quality Core Curriculum

Technology/Career Education: Grade 9-12

Common Core for All Technology/Career Education Courses

Course	Content Standard	Topic	Concept	Notes
TCCORE.9-12.1	Demonstrates the ability to accurately identify, locate, understand and interpret written information (manuals, graphs, work orders, schedules, publications, etc.)		Reading	
TCCORE.9-12.2	Communicates thoughts and information accurately in writing by creating and editing documents (letters, memos, directions, manuals, reports, graphs, flowcharts, etc.)		Writing	
TCCORE.9-12.3	Performs and applies numerical concepts and calculations (addition, subtraction, multiplication, division of fractions, whole numbers, decimals and percentages) by using mental, manual and electronic methods		Arithmetic/ Mathematics	
TCCORE.9-12.4	Receives, comprehends, interprets and responds to verbal and nonverbal messages appropriate to a given situation		Listening	
TCCORE.9-12.5	Presents thoughts and messages to listeners orally or with sign language in a clear, concise and courteous manner		Speaking	
TCCORE.9-12.6	Creates, combines and connects ideas and information		Creative Thinking	
TCCORE.9-12.7	Specifies goals, generates choices, considers risks, evaluates and chooses workable alternatives		Decision-Making	
TCCORE.9-12.8	Recognizes a problem, identifies the cause, develops and implements solutions, and evaluates results		Problem-Solving	
TCCORE.9-12.9	Takes initiative to accomplish tasks in a conscientious and timely manner		Accountability	
TCCORE.9-12.10	Demonstrates an awareness of the need for well-being, and understands how individual attitude and actions influence other people		Self-Worth	
TCCORE.9-12.11	Interacts appropriately in social situations and takes interest in others		Sociability	
TCCORE.9-12.12	Demonstrates the ability to be trusted		Ethics	

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
TCCORE.9-12.13	Demonstrates an understanding of proper business/work ethics		Ethics	
TCCORE.9-12.14	Participates and interacts as a team member		Teamwork	
TCCORE.9-12.15	Shares knowledge and skills with others		Teaching	
TCCORE.9-12.16	Interacts appropriately with the customer/client inside and outside an organization		Serving Clients/Customers	
TCCORE.9-12.17	Understands and respects leadership roles		Leadership	
TCCORE.9-12.18	Demonstrates the ability to appropriately apply leadership skills		Leadership	
TCCORE.9-12.19	Develops leadership and communication skills through vocational student organizations		Leadership	
TCCORE.9-12.20	Demonstrates the ability to resolve issues		Negotiation	
TCCORE.9-12.21	Demonstrates the ability to perform in a work environment with people of different age, gender, culture, attitude and ability		Working with Diversity	
TCCORE.9-12.22	Knows and applies changing technology		Using Technology	
TCCORE.9-12.23	Operates and maintains technical equipment		Using Technology	
TCCORE.9-12.24	Maintains safety, health, and environmental standards in the vocational lab classroom and in work-based learning situations		Work Environment	
TCCORE.9-12.25	Understands and applies health, safety, and environmental standards when using and disposing of hazardous materials, including knowledge and use of appropriate governmental forms		Work Environment	
TCCORE.9-12.26	Makes potential career decisions based upon interests, abilities and values and formulates appropriate plans to reach career goals		Career Awareness	
TCCORE.9-12.27	Demonstrates the proper skills for seeking and securing employment		Career Awareness	

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
TCCORE.9-12.28	Identifies key elements that comprise professional standards and appropriate behavior		Career Awareness	
TCCORE.9-12.29	Understands that people must be prepared for career changes		Career Awareness	
TCCORE.9-12.30	Understands entrepreneurship and the concept of profit and loss		Entrepreneurship	
TCCORE.9-12.31	Demonstrates an understanding of education as a lifelong learning process		Transitions	

Georgia Quality Core Curriculum

Technology/Career Education: Grade 9-12

Automotive Technology

Course	Content Standard	Topic	Concept	Notes
TECHED.9-12.0	1-31 Demonstrates Core Skills listed at the beginning of the Technology/Career Education 9-12 section of this QCC document		Core	
TECHED.9-12.32	Identifies and properly uses tools and equipment in automotive, small engine and marine technology		Skills Development	
TECHED.9-12.33	Uses proper repair procedures in the interpretation of schematics, diagrams, troubleshooting charts and written technical procedures about automotive, small engine and marine technology		Skills Development	
TECHED.9-12.34	Demonstrates a knowledge and understanding of engines, various transmissions, drive trains, suspension, steering, brakes, electrical systems, and heating and air conditioning		Skills Development	
TECHED.9-12.35	Demonstrates troubleshooting techniques to solve problems repair two- and four-cycle engines, automatic transmissions/transaxles, manual drive train and axles, suspension and steering systems, brakes, electrical systems, heating and air-conditioning systems, and engine performance.		Skills Development	
TECHED.9-12.36	Develops leadership, communication and competitive skills through co-curricular vocational student organization activities.		Leadership	
TECHED.9-12.37	Demonstrates an understanding of automotive and mechnical technological practices and procedures through work-based learning experiences.		Work-based Learning	

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Georgia Quality Core Curriculum

Technology/Career Education: Grade 9-12

Business Education

Course	Content Standard	Topic	Concept	Notes
BUSINESS.9-12.0	1-31 Demonstrates Core Skills listed at the beginning of the Technology/Career Education 9-12 section of this QCC document		Core	
BUSINESS.9-12.32	Applies accounting procedures to make decisions about planning, organizing and allocating resources		Accounting	
BUSINESS.9-12.33	Prepares and analyzes financial records manually and electronically		Accounting	
BUSINESS.9-12.34	Utilizes data analysis and other information to make economic decisions that assist business in assessing risks		Accounting	
BUSINESS.9-12.35	Demonstrates the ability to function as an economically literate citizen		Business Concepts	
BUSINESS.9-12.36	Demonstrates a knowledge of social and government responsibility		Business Concepts	
BUSINESS.9-12.37	Demonstrates the ability to participate in business transactions in both the domestic and international arenas		Business Concepts	
BUSINESS.9-12.38	Applies the principles of law in personal and business activities		Business Concepts	
BUSINESS.9-12.39	Understands business ethics as an individual		Business Concepts	
BUSINESS.9-12.40	Communicates effectively and accurately as a writer, listener and speaker in business settings		Communications	
BUSINESS.9-12.41	Selects and applies technology to help make personal and business decisions		Computer Applications	
BUSINESS.9-12.42	Understands how computer technology is used to manage data more efficiently		Computer Applications	
BUSINESS.9-12.43	Applies formats and edits in various documents		Computer Applications	
BUSINESS.9-12.44	Demonstrates an understanding of business operations		Entrepreneurship	

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Course	Content Standard	Topic	Concept	Notes
BUSINESS.9-12.45	Describes the roles and responsibilities of an entrepreneur in society		Entrepreneurship	
BUSINESS.9-12.46	Demonstrates an understanding of the effects of government rules and regulations on entrepreneurship		Entrepreneurship	
BUSINESS.9-12.47	Operates a keyboard using the touch system		Keyboarding	
BUSINESS.9-12.48	Develops leadership, communication and competitive skills through cocurricular vocational student organization activities		Leadership	
BUSINESS.9-12.49	Applies business practices and procedures through work-based learning experiences		Work-Based Learning	

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Technology/Career Education: Grade 9-12

Construction

Course	Content Standard	Topic	Concept	Notes
CONSTR.9-12.0	1-31 Demonstrates Core Skills listed at the beginning of the Technology/Career Education 9-12 section of this QCC document		Core	
CONSTR.9-12.32	Demonstrates the ability to identify and properly use tools, technical drawings and the latest technology in the construction industry.		Skills Development	
CONSTR.9-12.33	Demonstrates the ability to identify and construct the steps in logical sequence in the construction of commercial and residential structures.		Skills Development	
CONSTR.9-12.34	Develops the ability to identify and repair electrical, plumbing, masonry and carpentry problems.		Skills Development	
CONSTR.9-12.35	Applies safety principles when using tools and equipment.		Skills Development	
CONSTR.9-12.36	Develops an understanding of construction practices and procedures through work-based learning experiences.		Work-based Learning	
CONSTR.9-12.37	Develops leadership, communication and competitive skills through co-curricular vocational student organization activities.		Leadership	

Georgia Quality Core Curriculum

Technology/Career Education: Grade 9-12

Coordinated Vocational Academic Education (CVAE) and Project Success

Course	Content Standard	Topic	Concept	Notes
CVAE.9-12.0	1-31. Demonstrates Core Skills listed at the beginning of the Technology/Career Education 9-12 section of this QCC document.		Career Readiness	
CVAE.9-12.32	Selects career options based on an evaluation of aptitude and/or interest areas.		Career Readiness	
CVAE.9-12.33	Reviews and selects a program of study that includes educational training and postsecondary options beyond high school.		Career Readiness	
CVAE.9-12.34	Understands the free enterprise system.		Career Readiness	
CVAE.9-12.35	Demonstrates communication skills and appropriate attire in job interview situations.		Career Readiness	
CVAE.9-12.36	Researches local opportunities for continued education and training.		Career Readiness	
CVAE.9-12.37	Identifies work requirements necessary for job promotion.		Career Readiness	
CVAE.9-12.38	Demonstrates expected work attitudes and behaviors.		Career Readiness	
CVAE.9-12.39	Demonstrates knowledge of employment policies, procedures and other legal responsibilities.		Career Readiness	
CVAE.9-12.40	Understands the expectations for punctuality, regular attendance and appropriate on-task behaviors in the workplace.		Career Readiness	
CVAE.9-12.41	Demonstrates respect for supervisors, co-workers, customers and others.		Career Readiness	
CVAE.9-12.42	Demonstrates responsibility for personal and public duties and articulates the relationship between freedom and responsibility.		Career Readiness	
CVAE.9-12.43	Demonstrates basic workplace computer and technical skills.		Technology	
CVAE.9-12.44	Demonstrates an understanding of the importance of positive self-image.		Health, Physical and Mental	

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Course	Content Standard	Topic	Concept	Notes
CVAE.9-12.45	Demonstrates an understanding of personal, physical, mental and emotional needs		Health, Physical and Mental	
CVAE.9-12.46	Explains and understands the various family structures and how to function independently		Health, Physical and Mental	
CVAE.9-12.47	Demonstrates effective communication skills		Interpersonal Skills	
CVAE.9-12.48	Demonstrates time-management skills		Interpersonal Skills	
CVAE.9-12.49	Demonstrates an understanding of organizational and individual roles		Interpersonal Skills	
CVAE.9-12.50	Demonstrates practical math skills needed for everyday living		Consumer Management	
CVAE.9-12.51	Plans, writes, and evaluates short- and long-term goals		Interpersonal Skills	
CVAE.9-12.52	Interacts and works with people of different ages, gender, culture, attitude, and ability		Interpersonal Skills	
CVAE.9-12.53	Demonstrates practical math skills needed for everyday living, consumer management, and personal finance		Personal Finance	
CVAE.9-12.54	Demonstrates an understanding of the components of a compensation package		Personal Finance	
CVAE.9-12.55	Demonstrates an understanding of work-based learning experiences		Work-based Learning	
CVAE.9-12.56	Demonstrates leadership, communication and competitive skills through co-curricular vocational student organization activities		Leadership	

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Technology/Career Education: Grade 9-12

Drafting/CAD

Course	Content Standard	Topic	Concept	Notes
DRAFTING.9-12.0	1-31 Demonstrates Core Skills listed at the beginning of the Technology/Career Education 9-12 section of this QCC document		Architectural and Mechanical	
DRAFTING.9-12.32	Identifies and uses drafting tools, materials, symbols, measuring techniques and lines (per ANSI Standards) in technical/architectural drafting		Architectural and Mechanical	
DRAFTING.9-12.33	Demonstrates the ability to accurately draw and dimension an orthographic projection drawing on paper		Architectural and Mechanical	
DRAFTING.9-12.34	Demonstrates the ability to accurately draw, sketch, and dimension pictorial views including isometric, oblique and one- and two- point perspectives		Architectural and Mechanical	
DRAFTING.9-12.35	Demonstrates the ability to accurately draw and read site plans.		Architectural and Mechanical	
DRAFTING.9-12.36	Demonstrates the ability to complete a set of detailed drawings for a structure		Architectural and Mechanical	
DRAFTING.9-12.37	Reads and interprets technical and architectural drawings		Architectural and Mechanical	
DRAFTING.9-12.38	Demonstrates a working knowledge of Computer Aided Drafting and Design (CADD) and the ability to accurately produce drawings using a CADD system.		Architectural and Mechanical	
DRAFTING.9-12.39	Uses geometric construction techniques accurately to complete technical drawings		Architectural and Mechanical	
DRAFTING.9-12.40	Develops leadership, communication and competitive skills through co-curricular vocational student organization activities		Leadership	
DRAFTING.9-12.41	Demonstrates understanding of drafting and Computer Aided Drafting and Design (CADD) practices and procedures through work-based learning experiences		Work-based Learning	

Georgia Quality Core Curriculum

Technology/Career Education: Grade 9-12

Electronics

Course	Content Standard	Topic	Concept	Notes
ELECTRON.9-12.0	1-31 Demonstrates Core Skills listed at the beginning of the Technology/Career Education 9-12 section of the QCC document		Core	
ELECTRON.9-12.32	Demonstrates and applies knowledge of basic electrical theory and circuit operation		Theory	
ELECTRON.9-12.33	Understands application of electrical laws, formulas, and theories		Theory	
ELECTRON.9-12.34	Demonstrates knowledge of AC/DC circuits		Theory	
ELECTRON.9-12.35	Interprets schematic diagrams, codes, and symbols		Theory	
ELECTRON.9-12.36	Demonstrates proper soldering techniques		Application	
ELECTRON.9-12.37	Diagnoses and troubleshoots electrical circuits		Application	
ELECTRON.9-12.38	Takes electronic measurements using appropriate instruments		Application	
ELECTRON.9-12.39	Performs basic electrical wiring simulations to achieve desired outputs		Application	
ELECTRON.9-12.40	Understands and applies principles of safety		Application	
ELECTRON.9-12.41	Selects proper parts by codes and specification information		Application	
ELECTRON.9-12.42	Develops leadership, communication, and competitive skills through vocational student organization activities		Leadership	
ELECTRON.9-12.43	Demonstrates an understanding of electrical and electronic technology practices and procedures through work-based learning experience		Work-based Learning	

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Georgia Quality Core Curriculum

Technology/Career Education: Grade 9-12

Family and Consumer Sciences

Course	Content Standard	Topic	Concept	Notes
FACS.9-12.0	1-31 Demonstrates Core Skills listed at the beginning of the Technology/Career Education 9-12 section of this QCC document		Core	
FACS.9-12.32	Provides for personal and family development at the various stages of the life cycle		Family and Child Development	
FACS.9-12.33	Recognizes the qualities of satisfying personal and family relationships		Family and Child Development	
FACS.9-12.34	Recognizes the importance of behavioral choices, risks and consequences and their impact upon self, family and others		Family and Child Development	
FACS.9-12.35	Demonstrates an awareness of physical, emotional, psychological and social changes and needs from conception through toddler stages of life		Family and Child Development	
FACS.9-12.36	Provides for self and others by planning, selecting, preparing and serving nutritious foods.		Foods and Nutrition	
FACS.9-12.37	Practices safety and sanitation in food handling and use of equipment		Foods and Nutrition	
FACS.9-12.38	Plans, provides and maintains clothing for personal and family use		Textiles and Apparel	
FACS.9-12.39	Manages financial and other resources.		Housing, Management and Consumer Finance	
FACS.9-12.40	Demonstrates knowledge in making informed consumer choices.		Housing, Management and Consumer Finance	
FACS.9-12.41	Selects and maintains housing and living environment for self and others		Housing, Management and Consumer Finance	
FACS.9-12.42	Demonstrates an awareness of opportunities for careers in the area of family and consumer science occupations.		Career Awareness	
FACS.9-12.43	Develops leadership and communication skills through co-curricular vocational student organization activities.		Leadership	

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Course	Content Standard	Topic	Concept	Notes
FACS.9-12.44	Demonstrates understanding of family and consumer science practices and procedures through work-based learning experiences.		Work-based Learning	

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Technology/Career Education: Grade 9-12

Graphic Arts

Course	Content Standard	Topic	Concept	Notes
GRAPHICS.9-12.0	1-31 Demonstrates Core Skills listed at the beginning of the Technology/Career Education 9-12 section of this QCC document.		Core	
GRAPHICS.9-12.32	Estimates the cost of a printing project		Cost Estimates	
GRAPHICS.9-12.33	Displays an awareness of the basic processes and applications of printing and graphic arts		Process	
GRAPHICS.9-12.34	Understands and demonstrates the proper work flow for the creation and production of a document		Process	
GRAPHICS.9-12.35	Demonstrates a knowledge of the application of computers and digital imaging equipment in the production process (and/or current technologies)		Process	
GRAPHICS.9-12.36	Demonstrates an awareness of the current technology for data storage, multi-purposing of digital images and communications		Process	
GRAPHICS.9-12.37	Displays an awareness of the industry's role and impact on business, society and the economy		Business	
GRAPHICS.9-12.38	Displays an awareness of the current key legal issues specific to printing (e.g., counterfeiting, copy writing and software pirating)		Business	
GRAPHICS.9-12.39	Performs tasks in accordance with current industry standards and makes effective use of materials (consumption)		Production	
GRAPHICS.9-12.40	Operates printing presses effectively and safely to produce printed materials of acceptable quality		Production	
GRAPHICS.9-12.41	Demonstrates the ability to use pre-press equipment, materials, and tools to prepare jobs for printed reproduction		Production	
GRAPHICS.9-12.42	Uses finishing equipment, materials and tools to cut, fold, collate and bind or other operations that complete a printed job		Production	

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
GRAPHICS.9-12.43	Uses page layout, digital imaging, graphic design and other software to create graphic images for reproduction.		Production	
GRAPHICS.9-12.44	Accesses the internet (or current technology) and conducts an accurate, efficient search on industry topics.		Research	
GRAPHICS.9-12.45	Develops leadership, communication, and competitive skills through co-curricular vocational student organization activities.		Leadership	
GRAPHICS.9-12.46	Demonstrates an understanding of graphic arts technology practices and procedure through work-based learning experiences.		Work-based Learning	

Georgia Quality Core Curriculum

Technology/Career Education: Grade 9-12

Health Occupations

Course	Content Standard	Topic	Concept	Notes
HEALTHOC.9-12.0	1-31 Demonstrates Core Skills listed at the beginning of the Technology/Career Education 9-12 section of this document		Career Preparation	
HEALTHOC.9-12.32	Understands and applies knowledge of health sciences		Core	
HEALTHOC.9-12.33	Demonstrates the ability to perform basic clinical skills		Career Preparation	
HEALTHOC.9-12.34	Understands and uses medical terminology		Career Preparation	
HEALTHOC.9-12.35	Uses and maintains equipment and supplies associated with the health care field		Career Preparation	
HEALTHOC.9-12.36	Identifies professional, legal and ethical responsibilities, limitations and the implications of personal actions		Career Preparation	
HEALTHOC.9-12.37	Identifies the fundamentals of wellness, rehabilitation, and prevention of disease rehabilitation		Career Preparation	
HEALTHOC.9-12.38	Demonstrates an understanding of the need to practice proper body mechanics and infection control procedures		Career Preparation	
HEALTHOC.9-12.39	Demonstrates knowledge of career opportunities and requirements for success in the health care field		Career Preparation	
HEALTHOC.9-12.40	Demonstrates an understanding of healthcare delivery and reimbursement systems		Career Preparation	
HEALTHOC.9-12.41	Recognizes and adapts to technological and societal influences in health care		Career Preparation	
HEALTHOC.9-12.42	Develops leadership, communication, and competitive skills through co-curricular vocational student organization activities		Leadership	
HEALTHOC.9-12.43	Demonstrates an understanding of health care practices and procedures through work-based learning experiences		Work-based Learning	

Georgia Quality Core Curriculum

Technology/Career Education: Grade 9-12

Integrated Manufacturing

Course	Content Standard	Topic	Concept	Notes
IMT.9-12.0	1-31 Demonstrates Core Skills listed at the beginning of the Technology/Career Education 9-12 section of this QCC document		Core	
IMT.9-12.32	Describes technical drawing symbols		Design	
IMT.9-12.33	Interprets technical drawing measurements		Design	
IMT.9-12.34	Demonstrates technical drawing using appropriate tools		Design	
IMT.9-12.35	Understands the advantages of Computer Aided Drafting and Design (CADD) software		Design	
IMT.9-12.36	Applies safety principles when using manufacturing tools and equipment		Manufacturing Processing	
IMT.9-12.37	Demonstrates correct procedures and applications in using hand and power tools		Manufacturing Processing	
IMT.9-12.38	Welds and cuts using appropriate equipment, processes and safety practices.		Manufacturing Processing	
IMT.9-12.39	Makes precise measurements using instruments and gauges.		Quality Control	
IMT.9-12.40	Demonstrates knowledge of quality control techniques		Quality Control	
IMT.9-12.41	Demonstrates understanding of the components and operation of electrical manufacturing systems.		Manufacturing Systems	
IMT.9-12.42	Demonstrates understanding of the components and operation of mechanical manufacturing systems.		Manufacturing Systems	
IMT.9-12.43	Demonstrates understanding of the components and operation of fluid power manufacturing systems		Manufacturing Systems	

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Course	Content Standard	Topic	Concept	Notes
IMT.9-12.44	Demonstrates knowledge of automated material handling processes and procedures		Automated Material Handling	
IMT.9-12.45	Develops leadership, communication, and competitive skills through co-curricular vocational student organization activities		Leadership	
IMT.9-12.46	Demonstrates an understanding of manufacturing technology practices and procedures through work-based learning experiences		Work-based Learning	

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Technology/Career Education: Grade 9-12

Marketing Education

Course	Content Standard	Topic	Concept	Notes
MARKED.9-12.0	1-31. Demonstrates Core Skills listed at the beginning of the Technology/Career Education 9-12 section of this QCC document.		Core	
MARKED.9-12.32	Demonstrates an understanding of the economics of marketing.		Economic Foundations of Marketing	
MARKED.9-12.33	Demonstrates skills in interpreting marketing and business fundamentals.		Marketing and Business Foundations	
MARKED.9-12.34	Demonstrates effective communication skills in basic marketing functions.		Human Resources Foundations	
MARKED.9-12.35	Demonstrates human relation skills.		Human Resources Foundations	
MARKED.9-12.36	Applies mathematics in performing marketing functions.		Human Resources Foundations	
MARKED.9-12.37	Demonstrates the ability to sell goods and services.		Selling	
MARKED.9-12.38	Understands and applies the distribution and the principles of the distribution process.		Distribution	
MARKED.9-12.39	Understands and works with management information systems applicable to marketing functions.		Marketing Information Management	
MARKED.9-12.40	Demonstrates the principles of planning products and services.		Product Service Planning	
MARKED.9-12.41	Demonstrates an understanding of the purchasing process.		Purchasing	
MARKED.9-12.42	Understands and demonstrates effective pricing of goods and services.		Pricing	
MARKED.9-12.43	Understands and demonstrates effective advertising and promotion of goods and services.		Promotion	

Georgia Quality Core Curriculum

Course	Content Standard	Topic	Concept	Notes
MARKED.9-12.44	Demonstrates an understanding of finance in the marketing process		Financing	
MARKED.9-12.45	Demonstrates an understanding of business risks and how to manage them		Risk Management	
MARKED.9-12.46	Demonstrates a knowledge of business management		Marketing and Business Foundations	
MARKED.9-12.47	Develops leadership, communication and competitive skills through co-curricular vocational student organization activities		Leadership	
MARKED.9-12.48	Demonstrates an understanding of marketing practices and procedures through work-based learning experiences		Work-based Learning	

Georgia Quality Core Curriculum

Technology/Career Education: Grade 9-12

Media

Course	Content Standard	Topic	Concept	Notes
MEDIA.9-12.0	1-31 Demonstrates Core Skills listed at the beginning of the Technology/Career Education 9-12 section of this document		Core	
MEDIA.9-12.32	Writes and designs a story board for a specified project		Print Media	
MEDIA.9-12.33	Directs, stages, videotapes and edits tapes for a production		Videotape	
MEDIA.9-12.34	Writes, directs, stages and broadcasts television and radio productions		Broadcast	
MEDIA.9-12.35	Stages, photographs, develops and edits photography projects		Photography	
MEDIA.9-12.36	Uses the internet for research and communication		Telecommunications	
MEDIA.9-12.37	Applies safety practices when using all media tools and supplies		Safety	
MEDIA.9-12.38	Identifies and demonstrates specific equipment used in production work		Production	
MEDIA.9-12.39	Develops leadership, communication and competitive skills through co-curricular vocational student organization activities		Leadership	
MEDIA.9-12.40	Demonstrates an understanding of media technology practices and procedures through work-based learning experiences		Work-based Learning	

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Technology/Career Education: Grade 9-12

Metals

Course	Content Standard	Topic	Concept	Notes
METALS.9-12.0	1-31 Demonstrates Core Skills listed at the beginning of the Technology/Career Education 9-12 section of this QCC document		Core	
METALS.9-12.32	Applies safety principles when using tools and equipment in the metals laboratory		Metal Fabrication - All Areas	
METALS.9-12.33	Identifies and demonstrates the ability to use tools and equipment in the fabrication of metal		Metal Fabrication - All Areas	
METALS.9-12.34	Selects and uses appropriate equipment and material (stock) that will meet specifications in assigned projects		Metal Fabrication - All Areas	
METALS.9-12.35	Displays an awareness of the advantages of Computer Numeric Control (CNC)		Machining	
METALS.9-12.36	Demonstrates an understanding of metal fabrication through work-based learning experiences		Work-based Learning	
METALS.9-12.37	Develops leadership, communication and competitive skills through co-curricular vocational student organization activities		Leadership	

Technology/Career Education: Grade 9-12

PECE - Program of Education and Career Exploration

Course	Content Standard	Topic	Concept	Notes
PECE.9-12.0	1-31 Demonstrates Core Skills listed at the beginning of the Technology/Career Education 9-12 section of this QCC document		Core	
PECE.9-12.32	Demonstrates an understanding of the personal significance of work		Personal Characteristics Related to Career Choice	
PECE.9-12.33	Understands personal characteristics to be considered in making career choices		Personal Characteristics Related to Career Choice	
PECE.9-12.34	Demonstrates knowledge and use of occupational information sources		Knowledge of the World of Careers	
PECE.9-12.35	Demonstrates an understanding of the influence of technological and societal changes on careers		Knowledge of the World of Careers	
PECE.9-12.36	Demonstrates an understanding of higher education and training options for careers of interest		Knowledge of the World of Careers	

Georgia Quality Core Curriculum

Technology/Career Education: Grade 9-12

Technology Education

Course	Content Standard	Topic	Concept	Notes
TECHED.9-12.0	1-31 Demonstrates Core Skills located at the beginning of the Technology/Career Education 9-12 section of this QCC document		Core	
TECHED.9-12.32	Demonstrates knowledge and skill regarding diverse technology systems, including their functions and applications.		Application of Technology Systems	
TECHED.9-12.33	Demonstrates an understanding of the evolution of technology		Application of Technology Systems	
TECHED.9-12.34	Demonstrates knowledge of and performs tasks representative of technology-based careers (engineers, technicians, draftspersons, etc.)		Application of Technology Systems	
TECHED.9-12.35	Solves problems with technology using a systems approach and a variety of resources including information, tools and materials		Problem solving using technology	
TECHED.9-12.36	Identifies and describes the basic resources used for technological concepts being studied		Identify and describe resources	
TECHED.9-12.37	Demonstrates knowledge of the nature of technology and the relationships and impacts among technological achievement, the environment, the advancement of science, the individual, and society. The context for this knowledge shall be historical, current, and futuristic.		Nature,Impacts, and Evolution of Technology	
TECHED.9-12.38	Demonstrates ability to solve problems with technology using a systems approach, higher-order thinking skills, individual and collaborative ingenuity, and a variety of resources including information, tools, and materials.		Problem Solving Using Technology	
TECHED.9-12.39	Makes ethical decisions about technological issues, including the development and use of technology and technological resources.		Informed Decisions About Technological Issues	
TECHED.9-12.40	Demonstrates in an experiential setting the safe, effective, and creative use of technology resources, including tools, machines and materials, in performing technological processes.		Use Technology Resources	
TECHED.9-12.41	Applies science, mathematics and technological concepts to solve practical problems and extend human capabilities.		Application of Science, Mathematics and Other Areas	

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Course	Content Standard	Topic	Concept	Notes
TECHED.9-12.42	Analyzes the positive and negative impact of technological concepts being studied on society and the environment		Analyze Impact	
TECHED.9-12.43	Retrieves current information about technological concepts being studied using periodical indices and computer data bases		Research	
TECHED.9-12.44	Develops leadership, communication and competitive skills through co-curricular vocational student organization activities		Leadership	
TECHED.9-12.45	Demonstrates an understanding of technological related practices and procedures through work-based learning experiences		Work-based Learning	

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Georgia's Quality Core Curriculum

Agriculture Education Grades 9-12

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Introduction to Agriculture Education
Quality Core Curriculum
6-12

The Quality Core Curriculum (QCC) standards in Agriculture Education were revised with an emphasis on student needs based on changes in industry, education, and community needs and expectations. The Quality Basic Education Act charges the State Board of Education with establishing competencies that each student is expected to master and ensuring that each student has the opportunity to master them. The QCC standards in Agriculture Education were revised to meet these needs.

Local school systems are responsible for implementing the QCC according to state standards. Expansion and enrichment of this curriculum are needed to improve delivery and service to the students and community. The revision committee highly recommends the use of state-approved curriculum guides and course outlines in Agriculture Education to facilitate curriculum delivery.

PROCESS

The QCC revision process was started by establishing a framework for evaluating the QCC standards established in 1984. The committee set six relevant criteria for measuring proposed changes. Revisions to the QCC should:

- Reflect technological and biological advances in agricultural science, business, and industry
- Promote high academic achievement through application of basic academic skills
- Emphasize workplace competencies
- Reflect changes in the Agriculture Education program included in recent industry- validated curriculum guides
- Reflect Agriculture Education program philosophy, purpose, and goals
- Promote leadership development

A program outline was created as a foundation for review of the QCC standards. Using the program outline and the revision criteria, the committee reviewed and revised specific QCC statements.

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CHANGES

Most changes in the QCC statements are in terminology and sequence. Additions to the QCC consist mostly of expansion of statements which give more and clearer emphasis to that area of curriculum. The use of technology was emphasized. Statements were written to promote the continuous incorporation and updating of technology in the curriculum. Statements regarding leadership and personal development, basic skills, and employability were expanded and clarified to promote greater emphasis in these areas. In addition these statements were considered important enough that they have been included in each subject area.

USE OF THE QCC

The QCC in Agriculture Education is organized by school level (high school and middle school) and into six major instructional areas identified by the State Department of Education:

- Agricultural Business Management
- Agricultural Mechanization and Technology
- Agricultural Production and Management
- Agriscience and Biotechnology
- Environmental Horticulture
- Conservation and Renewable Natural Resources

The QCC standards are arranged into a logical teaching and development sequence within these parameters. Each local school system is encouraged to build its curriculum in Agriculture Education through selection of subject and subject areas of instruction based on local community and student needs. Courses may be developed through adoption of the suggested QCC sequence or by using the eclectic approach based on local needs. Once course content has been determined using the QCC standards, a number of resources may be used to facilitate course development. These include state curriculum guides, textbooks, and industry-developed materials.

Georgia Quality Core Curriculum

Agricultural Business Management: Grade 9-12

Agribusiness Co-op/ Internship

Course	Content Standard	Topic	Concept	Notes
AE.9-12.37	Develops math, reading and writing skills as they relate to the agribusiness industry			
AE.9-12.38	Explores the scope of and careers in the agribusiness industry			
AE.9-12.39	Develops leadership, communication, citizenship and competitive skills through co-curriculur student organization activities			
AE.9-12.40	Demonstrates safety practices in the workplace			
AE.9-12.41	Develops record-keeping skills			
AE.9-12.42	Develops computer skills in agribusiness			
AE.9-12.43	Develops skills needed for employment in the agribusiness industry			
AE.9-12.44	Develops management skills in agribusiness			
AE.9-12.45	Develops competency in a specific employment area of the agribusiness industry			
AE.9-12.46	Develops good work habits and attitudes for the workplace			
AE.9-12.47	Develops ability to work cooperatively with others in teams and in small and large groups			
AE.9-12.48	Identifies and develops strategies for meeting the expectations of employers, supervisors and fellow employees			

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Course	Content Standard	Topic	Concept	Notes
AE.9 12.49	Identifies physical, personal, educational and other requirements for employment in agricultural occupations			

Georgia Quality Core Curriculum

Agricultural Business Management: Grade 9-12

Agribusiness Management

Course	Content Standard	Topic	Concept	Notes
AE.9-12.50	Develops math, reading and writing skills as they relate to the agribusiness industry			
AE.9-12.51	Explores the scope of and careers in the agribusiness industry			
AE.9-12.52	Develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities			
AE.9-12.53	Identifies safety practices related to agribusiness			
AE.9-12.54	Develops record-keeping skills			
AE.9-12.55	Develops computer skills in agribusiness management			
AE.9-12.56	Develops skills needed for employment in agribusiness management			
AE.9-12.57	Develops skills in agribusiness management			
AE.9-12.58	Develops basic knowledge in organizing an agricultural business			
AE.9-12.59	Conducts and interprets a feasibility study for starting an agribusiness in a selected area of agriculture			
AE.9-12.60	Identifies the problems and scope of management in agribusiness			
AE.9-12.61	Keeps and uses financial records to analyze and solve management problems			

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Course	Content Standard	Topic	Concept	Notes
AE.9-12.62	Develops and analyzes short- and long-range management plans for agribusinesses			
AE.9-12.63	Explores ways to make the most efficient use of capital resources			
AE.9-12.64	Manages and protects financial resources			

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Agricultural Business Management: Grade 9-12

Agribusiness Sales and Service

Course	Content Standard	Topic	Concept	Notes
AE.9-12.65	Develops math, reading and writing skills as they relate to the agribusiness sales and service industry			
AE.9-12.66	Explores the scope of and careers in the agribusiness sales and service industry			
AE.9-12.67	Develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities			
AE.9-12.68	Demonstrates skills in developing a supervised agricultural experience program			
AE.9-12.69	Demonstrates safety practices related to agribusiness sales and service			
AE.9-12.70	Develops record-keeping skills			
AE.9-12.71	Develops computer skills in agribusiness sales and service			
AE.9-12.72	Develops skills needed for employment in the sales and service industry of agriculture			
AE.9-12.73	Develops management skills in agribusiness sales and service			
AE.9-12.74	Identifies the physical, personal and educational requirements for employment in agribusiness sales and service			
AE.9-12.75	Identifies the availability of agricultural jobs and the pay, working conditions and worker benefits of each			

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Course	Content Standard	Topic	Concept	Notes
AE.9-12.76	Demonstrates proper sales techniques with customers in sales presentations on the telephone and face-to-face			
AE.9-12.77	Demonstrates understanding of how to close a sale, reasons potential customers resist buying and how to overcome purchase obstacles			
AE.9-12.78	Completes sales tickets, writes checks and fills out shipping forms and other forms.			
AE.9-12.79	Competitively prices agricultural products and services			
AE.9-12.80	Determines credit eligibility of customers			

Georgia Quality Core Curriculum

Agriscience: Grade 9-12

Animal Science and Biotechnology

Course	Content Standard	Topic	Concept	Notes
AE.9-12.81	Develops math, reading and writing skills as they relate to animal science			
AE.9-12.82	Explores the scope of and careers in the animal science and biotechnology industry			
AE.9-12.83	Develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities			
AE.9-12.84	Demonstrates skills in developing a supervised agricultural experience program			
AE.9-12.85	Demonstrates safety practices related to animal science and biotechnology			
AE.9-12.86	Develops record-keeping skills			
AE.9-12.87	Develops computer skills relevant to agriscience and biotechnology			
AE.9-12.88	Describes the scientific foundations of animal agriculture and biotechnology			
AE.9-12.89	Explains the scientific foundations of large animal production and management			
AE.9-12.90	Explains the scientific foundations of poultry science.			
AE.9-12.91	Explains the scientific foundations of dairy production processing and management			
AE.9-12.92	Explains the scientific foundations of aquaculture production and management			

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Course	Content Standard	Topic	Concept	Notes
AE.9-12.93	Explains the scientific foundations of alternative agriculture animal production and management			
AE.9-12.94	Classifies agricultural animals			
AE.9-12.95	Identifies consumer and environmental concerns in animal production and management			
AE.9-12.96	Identifies and explains the issues of animal welfare			
AE.9-12.97	Uses animal behavior to facilitate the safe, efficient and humane management and movement of animals			
AE.9-12.98	Explains and applies the principles of animal genetics and bioengineering.			
AE.9-12.99	Selects agricultural animals on the basis of scientific and research data			
AE.9-12.100	Describes and applies the underlying principles of animal reproduction to the management and production of agricultural animals			
AE.9-12.101	Describes the underlying scientific principles of animal growth and development			
AE.9-12.102	Applies the principles of animal nutrition to the production and management of animals			
AE.9-12.103	Explains the application of the principles of meat science to the safe, efficient and economical delivery of meat products to the consumer			
AE.9-12.104	Identifies and describes parasites that attack agricultural animals			
AE.9-12.105	Identifies and characterizes diseases that attack agricultural animals			

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Agriscience: Grade 9-12

Plant Science and Biotechnology

Course	Content Standard	Topic	Concept	Notes
AE.9-12.106	Develops math, reading and writing skills as they relate to plant science and biotechnology			
AE.9-12.107	Explores the scope of and careers in the plant science and biotechnology industry			
AE.9-12.108	Develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities.			
AE.9-12.109	Demonstrates skills in developing a supervised agricultural experience program			
AE.9-12.110	Develops record-keeping skills.			
AE.9-12.111	Develops computer skills relevant to plant science and biotechnology.			
AE.9-12.112	Defines plant science and biotechnology skills needed in the industry.			
AE.9-12.113	Classifies plants according to the scientific classification system.			
AE.9-12.114	Describes the form and function of plant vegetative structures.			
AE.9-12.115	Identifies and describes the processes of plant cells.			
AE.9-12.116	Describes how industry manipulates science and technology to produce superior ornamental and food plants.			
AE.9-12.117	Explains how plants use nutrients.			

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Course	Content Standard	Topic	Concept	Notes
AE.9-12.118	Characterizes the components of soils and how they relate to plant health and artificial growing media			
AE.9-12.119	Identifies the processes of plant reproduction			
AE.9-12.120	Identifies plant genetic structures and their functions			
AE.9-12.121	Describes environmental factors that affect plant growth and their manipulation in the production of plants			
AE.9-12.122	Explains the importance of plants to life, the economy and the environment			
AE.9-12.123	Describes the economic and environmental impact of weeds			
AE.9-12.124	Describes the economic impact of insects on the plant industry			
AE.9-12.125	Identifies and characterizes pathological disorders of plants			
AE.9-12.126	Diagrams and explains the use and functions of water in plants			
AE.9-12.127	Identifies and describes components of commercial plant growth systems used in the plant industry			
AE.9-12.128	Explains how plants affect the environment			

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Agriscience: Grade 9-12

Food Science and Safety

Course	Content Standard	Topic	Concept	Notes
AE.9-12.129	Develops math, reading and writing skills as they relate to food, science and safety			
AE.9-12.130	Develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities			
AE.9-12.131	Explores the scope of and career opportunities in the food science and safety industry			
AE.9-12.132	Demonstrates safety practices related to food science			
AE.9-12.133	Demonstrates skills in developing a supervised agricultural experience program			
AE.9-12.134	Develops record-keeping skills			
AE.9-12.135	Develops computer skills relevant to food science and safety			
AE.9-12.136	Explains the importance of consumer education in food science and safety			
AE.9-12.137	Explains the process involved in safe food preparation			
AE.9-12.138	Characterizes harmful and beneficial microbes in food products and processing			
AE.9-12.139	Explains the economic foundation of food processing			
AE.9-12.140	Illustrates how the food industry utilizes biotechnology in the safe, efficient and economical production of food products			

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Course	Content Standard	Topic	Concept	Notes
AE.9-12.141	Compares risks in life with risks associated with food additives and processing			
AE.9-12.142	Identifies the dangers of chemicals in our food supply			
AE.9-12.143	Describes local, state and federal regulations that affect the food products and processing industry			
AE.9-12.144	Describes the effects that production and processing techniques have on food safety			
AE.9-12.145	Explains the proper handling of food and food products to ensure a safe, economical and nutritious food supply			
AE.9-12.146	Identifies the nutritional value of various food products and their relative effects on health			
AE.9-12.147	Identifies and characterizes the basic components of food products			

Agriscience: Grade 9-12

Environmental Science

Course	Content Standard	Topic	Concept	Notes
AE.9-12.148	Develops math, reading and writing skills as they relate to environmental science			
AE.9-12.149	Explores the scope of and careers in the environmental science industry			
AE.9-12.150	Develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities			
AE.9-12.151	Demonstrates skills in developing a supervised agricultural experience program			
AE.9-12.152	Demonstrates safety practices related to environmental science			
AE.9-12.153	Develops record-keeping skills			
AE.9-12.154	Develops computer skills relevant to environmental science			
AE.9-12.155	Describes the relationships among humans, agriculture and the environment			
AE.9-12.156	Explains how agriculture affects ecosystems			
AE.9-12.157	Identifies the types and proper management of agricultural waste products			
AE.9-12.158	Describes the use of agricultural chemicals and their effects on the environment			
AE.9-12.159	Lists and describes management practices used in agriculture to protect soil and water resources			

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Course	Content Standard	Topic	Concept	Notes
AE.9-12.160	Lists and describes management practices used in agriculture to protect air quality			

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Agriscience: Grade 9-12

Forestry and Natural Resources

Course	Content Standard	Topic	Concept	Notes
AE.9-12.161	Develops math, reading and writing skills as they relate to forestry and natural resources			
AE.9-12.162	Explores the scope of and careers in the forestry and natural resources industry			
AE.9-12.163	Develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities			
AE.9-12.164	Demonstrates skills in developing a supervised agricultural experience program			
AE.9-12.165	Demonstrates safety practices related to forestry and natural resources			
AE.9-12.166	Develops record-keeping skills			
AE.9-12.167	Develops computer skills relevant to natural resources			
AE.9-12.168	Identifies and lists uses and characteristics of natural resources			
AE.9-12.169	Describes the origin and composition of soils			
AE.9-12.170	Prescribes measures that will reduce the chance of soil depletion and foster soil stewardship			
AE.9-12.171	Describes the importance of forestry to the environment and the economy			
AE.9-12.172	Develops a plan for maintaining a healthy forest			

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Course	Content Standard	Topic	Concept	Notes
AE.9-12.173	Lists and characterizes products made from forest resources			
AE.9-12.174	Defines principles used in the management and conservation of wildlife			

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Course	Content Standard	Topic	Concept	Notes

Agriscience: Grade 9-12

Physical Science Applications

Course	Content Standard	Topic	Concept	Notes
AE.9-12.175	Develops math, reading and writing skills as they relate to physical science applications in the agricultural mechanization industry			
AE.9-12.176	Explores the scope of and careers in the agricultural mechanization industry			
AE.9-12.177	Develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities			
AE.9-12.178	Demonstrates skills in developing a supervised agricultural experience program			
AE.9-12.179	Demonstrates safety practices related to physical science applications			
AE.9-12.180	Develops record-keeping skills			
AE.9-12.181	Develops computer skills relevant to physical science applications in agriculture			
AE.9-12.182	Illustrates the use, measurement and control of power systems in agriculture			
AE.9-12.183	Compares and contrasts alternative energy sources for agricultural purposes			
AE.9-12.184	Defines electrical power and describes its uses in agriculture			
AE.9-12.185	Illustrates the use of agricultural power and machinery controls to manipulate the environment for plant and animal production			
AE.9-12.186	Identifies the properties of various metals and methods of joining			

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Course	Content Standard	Topic	Concept	Notes
AE.9-12.187	Describes the principles and practices of internal combustion engines in agriculture			
AE.9-12.188	Evaluates agricultural structures and techniques of construction for various applications			
AE.9-12.189	Outlines machine theory and its application in agricultural production and processing			

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Agricultural Mechanization and Technology: Grade 9-12

Small Engine Repair and Maintenance

Course	Content Standard	Topic	Concept	Notes
AE.9-12.190	Develops math, reading and writing skills as they relate to the small engine industry			
AE.9-12.191	Explores the scope of and careers in the small engine industry			
AE.9-12.192	Develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities			
AE.9-12.193	Demonstrates skills in developing a supervised agricultural experience program			
AE.9-12.191	Demonstrates safety practices related to small engines			
AE.9-12.195	Develops record-keeping skills			
AE.9-12.196	Develops computer skills relevant to the small engine industry			
AE.9-12.197	Develops skills needed for employment in the small engine industry			
AE.9-12.198	Develops management skills relevant to the small engine industry			
AE.9-12.199	Identifies small engine types and parts			
AE.9-12.200	Explains the principles of internal combustion engines			
9-12.9-12.201	Performs seasonal/routine service for small engines			

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Course	Content Standard	Topic	Concept	Notes
AE.9-12.202	Maintains the small engine fuel system			
AE.9-12.203	Maintains charging and starting systems			
AE.9-12.204	Maintains the ignition system			
AE.9-12.205	Overhauls the small engine			
AE.9-12.206	Maintains cutting devices			

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Agricultural Mechanization and Technology: Grade 9-12

Metal Fabrication

Course	Content Standard	Topic	Concept	Notes
AE.9-12.207	Develops math, reading and writing skills as they relate to the metal fabrication industry			
AE.9-12.208	Explores the scope of and careers in the metal fabrication industry			
AE.9-12.209	Develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities			
AE.9-12.210	Demonstrates skills in developing a supervised agricultural experience program			
AE.9-12.211	Demonstrates safety practices related to metal working			
AE.9-12.212	Develops record-keeping skills			
AE.9-12.213	Develops computer skills relevant to the metal fabrication industry			
AE.9-12.214	Develops skills needed for employment in the metal fabrication industry			
AE.9-12.215	Develops management skills relevant to the metal fabrication industry			
AE.9-12.216	Uses measuring instruments in metal fabrication			
AE.9-12.217	Sets up welding and cutting equipment			
AE.9-12.218	Identifies the properties of metals			

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Course	Content Standard	Topic	Concept	Notes
AE.9-12.219	Performs welding and cutting operations in a safe and efficient manner.			
AE.9-12.220	Operates metal fabrication tools.			
AE.9-12.221	Performs soldering operations.			
AE.9-12.222	Performs metal threading operations.			
AE.9-12.223-	Operates the hydraulic iron worker safely and efficiently.			
AE.9-12.224	Operates the drill press safely and efficiently.			
AE.9-12.225	Operates grinders safely and efficiently.			
AE.9-12.226	Operates power metal saws safely and efficiently.			

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Agricultural Mechanization and Technology: Grade 9-12

Concrete Construction in Agriculture

Course	Content Standard	Topic	Concept	Notes
AE.9-12.227	Develops math, reading and writing skills as they relate to the concrete construction industry.			
AE.9-12.228	Explores the scope of and careers in the concrete construction industry			
AE.9-12.229	Develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities			
AE.9-12.230	Demonstrates skills in developing a supervised agricultural experience program			
AE.9-12.231	Demonstrates safety practices related to concrete work			
AE.9-12.232	Develops record-keeping skills			
AE.9-12.233	Develops computer skills relevant to the concrete construction industry			
AE.9-12.234	Develops skills needed for employment in the concrete construction industry.			
AE.9-12.235	Develops management skills relevant to the concrete construction industry.			
AE.9-12.236	Estimates concrete construction and material costs.			
AE.9-12.237	Identifies the physical and chemical properties of concrete.			
AE.9-12.238	Prepares a concrete construction job.			

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Course	Content Standard	Topic	Concept	Notes
AE.9-12.239	Constructs concrete forms and reinforcement			
AE.9-12.240	Mixes and pours concrete			
AE.9-12.241	Finishes poured concrete surfaces			
AE.9-12.242	Maintains concrete hand tools and power equipment			

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Agricultural Mechanization and Technology: Grade 9-12

Agricultural Construction

Course	Content Standard	Topic	Concept	Notes
AE.9-12.243	Develops math, reading and writing skills as they relate to the agricultural building construction industry.			
AE.9-12.244	Explores the scope of and careers in the agricultural building construction industry.			
AE.9-12.245	Develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities.			
AE.9-12.246	Demonstrates skills in developing a supervised agricultural experience program.			
AE.9-12.247	Demonstrates safety practices related to building construction.			
AE.9-12.248	Describes safety rules and first-aid procedures.			
AE.9-12.249	Develops record-keeping skills.			
AE.9-12.250	Develops computer skills relevant to the agricultural building construction industry.			
AE.9-12.251	Develops skills needed for employment in the agricultural construction industry.			
AE.9-12.252	Uses wood working and other construction tools safely and efficiently.			
AE.9-12.253	Develops management skills relevant to the agricultural building construction industry.			
AE.9-12.254	Identifies the principles of building design and construction.			

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Course	Content Standard	Topic	Concept	Notes
AE.9-12.255	Selects a building site			
AE.9-12.256	Estimates building construction materials and costs			
AE.9-12.257	Prepares a building site			
AE.9-12.258	Maintains and stores wood-working and other construction tools			
AE.9-12.259	Installs rough framing			
AE.9-12.260	Installs building roof components			
AE.9-12.261	Installs building exterior finishes			

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Course	Content Standard	Topic	Concept	Notes

Agricultural Mechanization and Technology: Grade 9-12

Irrigation and Plumbing

AE.9-12.262	Develops math, reading and writing skills as they relate to irrigation and plumbing			
AE.9-12.263	Explores the scope of and careers in the irrigation and plumbing industry			
AE.9-12.264	Develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities			
AE.9-12.265	Demonstrates skills in developing a supervised agricultural experience program			
AE.9-12.266	Demonstrates safety practices related to irrigation and plumbing			
AE.9-12.267	Develops record-keeping skills			
AE.9-12.268	Develops computer skills relevant to the irrigation and plumbing industry			
AE.9-12.269	Develops skills needed for employment in the irrigation and plumbing industry			
AE.9-12.270	Develops management skills relevant to the irrigation and plumbing industry			
AE.9-12.271	Designs irrigation and plumbing systems for agricultural applications			
AE.9-12.272	Selects irrigation and plumbing materials and tools			
AE.9-12.273	Estimates irrigation and plumbing materials cost			

Course	Content Standard	Topic	Concept	Notes
AE.9-12.274	Lays out irrigation and plumbing jobs			
AE.9-12.275	Cuts and joins pipe			
AE.9-12.276	Installs irrigation and plumbing systems			
AE.9-12.277	Maintains and repairs irrigation and plumbing			

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Agricultural Mechanization and Technology: Grade 9-12

Agricultural Electrification

Course	Content Standard	Topic	Concept	Notes
AE.9-12.278	Develops math, reading and writing skills as they relate to the agricultural electrification industry			
AE.9-12.279	Explores the scope of and careers in the agricultural electrification industry			
AE.9-12.280	Develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities			
AE.9-12.281	Demonstrates skills in developing a supervised agricultural experience program			
AE.9-12.282	Demonstrates safety practices related to electrification			
AE.9-12.283	Develops record-keeping skills			
AE.9-12.284	Develops computer skills relevant to the agricultural electrification industry			
AE.9-12.285	Develops skills needed for employment in the agricultural electrification industry			
AE.9-12.286	Develops management skills relevant to the agricultural electrification industry			
AE.9-12.287	Identifies the principles and applications of electrical power			
AE.9-12.288	Designs electrical systems using the national electric code.			
AE.9-12.289	Estimates electrical materials, equipment and costs.			

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Course	Content Standard	Topic	Concept	Notes
AE.9-12.290	Computes electrical service loads			
AE.9-12.291	Calculates electrical measurements			
AE.9-12.292	Installs lighting fixtures			
AE.9-12.293	Installs electrical service entrance			
AE.9-12.294	Installs switch boxes and outlet boxes			
AE.9-12.295	Roughs in feeder and branch circuit cables			
AE.9-12.296	Trims out electrical devices			
AE.9-12.297	Installs and services electrical controls and devices			
AE.9-12.298	Sizes and selects electric motors and controls			
AE.9-12.299	Installs and operates electric motors and controls			
AE.9-12.300	Tests, troubleshoots and maintains electrical motors and controls			

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Agricultural Mechanization and Technology: Grade 9-12

Agricultural Machinery, Equipment and Tractors

Course	Content Standard	Topic	Concept	Notes
AE.9-12.301	Develops math, reading and writing skills as they relate to the agricultural machinery, equipment and tractor industry			
AE.9-12.302	Explores the scope of and careers in the agricultural machinery, equipment and tractor industry			
AE.9-12.303	Develops leadership, communication, citizenship and competitive skills through co-curriculur student organization activities			
AE.9-12.304	Demonstrates skills in developing a supervised agricultural experience program			
AE.9-12.305	Demonstrates safety practices related to agricultural machinery and equipment			
AE.9-12.306	Develops record-keeping skills			
AE.9-12.307	Develops computer skills relevant to the agricultural machinery, equipment and tractor industry			
AE.9-12.308	Develops skills needed for employment in the agricultural machinery, equipment and tractor industry			
AE.9-12.309	Develops management skills relevant to the agricultural machinery, equipment and tractor industry			
AE.9-12.310	Services mechanical components of sprayers			
AE.9-12.311	Identifies types of and operates farm tractors and machinery			

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Course	Content Standard	Topic	Concept	Notes
AE.9-12.312	Performs tractor maintenance			

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Agricultural Mechanization and Technology: Grade 9-12

Soil and Water Conservation

Course	Content Standard	Topic	Concept	Notes
AE.9-12.313	Develops math, reading and writing skills as they relate to the soil and water conservation industry			
AE.9-12.314	Explores the scope of and careers in the soil and water conservation industry			
AE.9-12.315	Develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities			
AE.9-12.316	Demonstrates skills in developing a supervised agricultural experience program			
AE.9-12.317	Demonstrates safety practices related to soil and water conservation			
AE.9-12.318	Develops record-keeping skills			
AE.9-12.319	Develops computer skills relevant to the soil and water conservation industry			
AE.9-12.320	Develops skills needed for employment in the soil and water conservation industry			
AE.9-12.321	Develops management skills relevant in the soil and water conservation industry			
AE.9-12.322	Surveys a land plot for soil and water conservation practices			
AE.9-12.323	Implements soil and water conservation practices			
AE.9-12.324	Implements drainage and irrigation practices			

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Agricultural Production and Management: Grade 9-12

Agricultural Animal Production and Management

Course	Content Standard	Topic	Concept	Notes
AE.9-12.325	Develops math, reading and writing skills as they relate to the animal production industry.			
AE.9-12.326	Explores the scope of and career opportunities in the animal production industry.			
AE.9-12.327	Develops leadership, communication, citizenship and competitive skills through co-curriculur student organization activities.			
AE.9-12.328	Demonstrates skills in developing a supervised agricultural experience program.			
AE.9-12.329	Demonstrates safety practices related to animal production and management.			
AE.9-12.330	Develops record-keeping skills.			
AE.9-12.331	Develops computer skills relevant to the animal production industry.			
AE.9-12.332	Develops employability skills.			
AE.9-12.333	Develops management skills relevant to the animal production industry.			
AE.9-12.334	Determines the impact of government rules and regulations on the animal production industry.			
AE.9-12.335	Develops skills and abilities in selected practices of beef production.			
AE.9-12.336	Develops skills and abilities in selected practices of dairy production.			

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Course	Content Standard	Topic	Concept	Notes
AE.9-12.337	Develops skills and abilities in selected practices of equine production			
AE.9-12.338	Develops skills and abilities in selected practices of swine production			
AE.9-12.339	Develops skills and abilities in selected practices of sheep production			
AE.9-12.340	Develops skills and abilities in selected practices of poultry production			
AE.9-12.341	Develops skills in showing, fitting and selecting livestock			
AE.9-12.342	Develops skills and abilities in selected practices of specialty animal production			

Georgia Quality Core Curriculum

Agricultural Production and Management: Grade 9-12

Agricultural Plant Production and Management

Course	Content Standard	Topic	Concept	Notes
AE.9-12.343	Develops math, reading and writing skills as they relate to the plant production industry			
AE.9-12.344	Explores the scope of and careers in the plant production industry			
AE.9-12.345	Develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities			
AE.9-12.346	Demonstrates skills in developing a supervised agricultural experience program			
AE.9-12.347	Demonstrates safety practices related to plant production and management			
AE.9-12.348	Develops record-keeping skills			
AE.9-12.349	Develops computer skills relevant to the plant production industry			
AE.9-12.350	Develops skills needed for employment in the plant production and management industry			
AE.9-12.351	Develops management skills relevant to the plant production industry			
AE.9-12.352	Identifies and describes the process of plant growth			
AE.9-12.353	Determines the impact of government rules and regulations on plant production enterprises			
AE.9-12.354	Determines the impact and process of crop improvement			

Course	Content Standard	Topic	Concept	Notes
AE.9-12.355	Develops skills and abilities in selected practices of pasture production.			
AE.9-12.356	Develops skills and abilities in selected practices of grain crop production.			
AE.9-12.357	Develops skills and abilities in selected practices of sugar crop production.			
AE.9-12.358	Develops skill and abilities in selected practices in forage crop production.			
AE.9-12.359	Develops skills and abilities in selected practices of vegetable production.			
AE.9-12.360	Develops skills and abilities in selected practices of oil crop production.			
AE.9-12.361	Develops skills and abilities in selected practices of fruit, nut and berry production.			
AE.9-12.362	Develops skills and abilities in selected practices of fiber crop production.			
AE.9-12.363	Develops skills and abilities in selected practices of specialty crop production.			
AE.9-12.364	Identifies and describes the process, principles and use of integrated pest management.			

Agricultural Production and Management: Grade 9-12

Agricultural Products and Processing

Course	Content Standard	Topic	Concept	Notes
AE.9-12.365	Develops math, reading and writing skills as they relate to the agricultural products and processing industry			
AE.9-12.366	Explores the scope of and careers in the agricultural products and processing industry			
AE.9-12.367	Develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities			
AE.9-12.368	Demonstrates skills in developing a supervised agricultural experience program			
AE.9-12.369	Demonstrates safety practices related to agricultural products processing			
AE.9-12.370	Develops record-keeping skills			
AE.9-12.371	Develops computer skills relevant to the agricultural products and processing industry			
AE.9-12.372	Develops employability skills			
AE.9-12.373	Develops management skills relevant to the agricultural products and processing industry			
AE.9-12.374	Determines the impact of government rules and regulations on food products and processing enterprises			
AE.9-12.375	Identifies characteristics and properties of agricultural products			
AE.9-12.376	Develops skills in agricultural processing and storage techniques			

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Course	Content Standard	Topic	Concept	Notes
AE.9-12.377	Identifies equipment used in agricultural processing and storage			
AE.9-12.378	Develops skills in food processing			
AE.9-12.379	Develops skills in fiber processing			

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Conservation and Renewable Natural Resources: Grade 9-12

Forestry Production and Management

Course	Content Standard	Topic	Concept	Notes
AE.9-12.380	Develops math, reading and writing skills as they relate to the forest production and management industry			
AE.9-12.381	Explores the scope of and careers in the forest production and management industry			
AE.9-12.382	Develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities			
AE.9-12.383	Demonstrates skills in developing a supervised agricultural experience program			
AE.9-12.384	Demonstrates safety practices related to forest production and management			
AE.9-12.385	Develops record-keeping skills			
AE.9-12.386	Develops computer skills relevant to the forest production and management industry			
AE.9-12.387	Develops skills needed for employment in the forestry production and management industry			
AE.9-12.388	Develops management skills relevant to the forest production and management industry			
AE.9-12.389	Identifies trees			
AE.9-12.390	Evaluates sites for forestry production			
AE.9-12.391	Prepares a site for reforestation			

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Course	Content Standard	Topic	Concept	Notes
AE.9-12.392	Procures seeds and seedlings for reforestation			
AE.9-12.393	Establishes a forestry plot			
AE.9-12.394	Prevents wildfires			
AE.9-12.395	Controls wildfires			
AE.9-12.396	Controls undesirable forest species			
AE.9-12.397	Conducts a prescribed burn			
AE.9-12.398	Controls forest insects and diseases			
AE.9-12.399	Measures standing timber			
AE.9-12.400	Determines the growth rate of trees			
AE.9-12.401	Evaluates timber stands for thinning			
AE.9-12.402	Reads maps of forest areas to be harvested			
AE.9-12.403	Determines boundaries of forest areas to be harvested			
AE.9-12.404	Cruises timber			
AE.9-12.405	Identifies methods of protecting the environment during timber harvesting			

Course	Content Standard	Topic	Concept	Notes
AE.9-12.406	Operates and maintains tools and equipment safely and efficiently			
AE.9-12.407	Procures forestry equipment and supplies			
AE.9-12.408	Identifies methods of harvesting, loading and transporting timber			
AE.9-12.409	Measures forest products			
AE.9-12.410	Manages forests for efficient production			
AE.9-12.411	Identifies methods of producing and marketing naval stores			

Georgia Quality Core Curriculum

Conservation and Renewable Natural Resources: Grade 9-12

Natural Resources

Course	Content Standard	Topic	Concept	Notes
AE.9-12.412	Develops math, reading and writing skills as they relate to the natural resource industry			
AE.9-12.413	Explores the scope of and careers in the natural resource industry			
AE.9-12.414	Develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities			
AE.9-12.415	Demonstrates skills in developing a supervised agricultural experience program			
AE.9-12.416	Demonstrate safety practices related to natural resources			
AE.9-12.417	Develops record-keeping skills			
AE.9-12.418	Develops computer skills relevant to the natural resource industry			
AE.9-12.419	Develops skills needed for employment in the natural resource industry			
AE.9-12.420	Develops management skills relevant to the natural resource industry			
AE.9-12.421	Gathers and analyzes field data for soil and water conservation plans			
AE.9-12.422	Plans and implements routine conservation practices			
AE.9-12.423	Reads maps, aerial photographs and legal land descriptions			

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Course	Content Standard	Topic	Concept	Notes
AE.9-12.424	Operates and maintains tools and equipment safely and efficiently			
AE.9-12.425	Identifies fish, wildlife and plants			
AE.9-12.426	Prevents and controls wildfires			
AE.9-12.427	Manages fish, wildlife and vegetation			
AE.9-12.428	Develops skills in wildlife management, forestry, outdoor recreation and air quality			
AE.9-12.429	Explains concepts in natural resources conservation			

Environmental Horticulture: Grade 9-12

Floriculture

Course	Content Standard	Topic	Concept	Notes
AE.9-12.430	Develops math, reading and writing skills as they relate to the floriculture industry			
AE.9-12.431	Explores the scope of and careers in the floriculture industry			
AE.9-12.432	Develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities			
AE.9-12.433	Demonstrates skills in developing a supervised agricultural experience program			
AE.9-12.434	Demonstrates safety practices related to floriculture			
AE.9-12.435	Develops record-keeping skills			
AE.9-12.436	Develops computer skills relevant to the floriculture industry			
AE.9-12.437	Develops skills needed for employment in the floriculture industry			
AE.9-12.438	Develops management skills relevant to the floriculture industry			
AE.9-12.439	Selects and maintains floriculture structures and equipment			
AE.9-12.440	Identifies and selects horticultural supplies			
AE.9-12.441	Selects and schedules floriculture crops			

Course	Content Standard	Topic	Concept	Notes
AE.9-12.442	Selects greenhouse growing media and applies fertilizers.			
AE.9-12.443	Propagates floriculture crops.			
AE.9-12.444	Plants and transplants floriculture crops.			
AE.9-12.445	Produces floriculture crops.			
AE.9-12.446	Controls pests of floriculture crops.			
AE.9-12.447	Prepares floriculture products for sale.			
AE.9-12.448	Markets floriculture crops.			
AE.9-12.449	Identifies and selects floriculture plants.			

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Environmental Horticulture: Grade 9-12

Floral Design and Management

Course	Content Standard	Topic	Concept	Notes
AE.9-12.450	Develops math, reading and writing skills as they relate to the floral design and management industry			
AE.9-12.451	Explores the scope of and careers in the floral design and management industry			
AE.9-12.452	Develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities			
AE.9-12.453	Demonstrates skills in developing a supervised agricultural experience program			
AE.9-12.454	Demonstrates safety practices related to floral design and management			
AE.9-12.455	Develops record-keeping skills			
AE.9-12.456	Develops computer skills relevant to the floral design and management industry			
AE.9-12.457	Develops employability skills			
AE.9-12.458	Develops management skills relevant to the floral design and management industry			
AE.9-12.459	Identifies and describes plants, cut flowers, greens and other materials used in the florist industry			
AE.9-12.460	Receives and stores floral perishable and hard good products			
AE.9-12.461	Prepares and prices basic floral designs			

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Course	Content Standard	Topic	Concept	Notes
AE.9-12.462	Prepares and prices flowers to wear			
AE.9-12.463	Prepares and prices specialty designs			
AE.9-12.464	Prepares and prices floral decorations for special occasions and purposes			
AE.9-12.465	Markets floral products			
AE.9-12.466	Prepares and prices sympathy flowers			
AE.9-12.467	Prepares and prices plants for sale			

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Environmental Horticulture: Grade 9-12

Nursery Production and Management

Course	Content Standard	Topic	Concept	Notes
AE.9-12.468	Develops math, reading and writing skills as they relate to the nursery production and management industry			
AE.9-12.469	Explores the scope of and careers in the nursery production and management industry			
AE.9-12.470	Develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities			
AE.9-12.471	Demonstrates skills in developing a supervised agricultural experience program			
AE.9-12.472	Demonstrates safety practices related to nursery production and management			
AE.9-12.473	Develops record-keeping skills			
AE.9-12.474	Develops computer skills relevant to the nursery production and management industry			
AE.9-12.475	Develops skills needed for employment in nursery production and management			
AE.9-12.476	Develops management skills relevant to the nursery production industry			
AE.9-12.477	Identifies, selects and maintains nursery structures and equipment			
AE.9-12.478	Identifies and selects nursery supplies			
AE.9-12.479	Selects and schedules the production of nursery and turf crops			

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Course	Content Standard	Topic	Concept	Notes
AE.9-12.480	Propagates nursery and turf crops through sexual and asexual methods			
AE.9-12.481	Manages nursery growing media and soil fertility			
AE.9-12.482	Plants and transplants nursery crops			
AE.9-12.483	Manages turf and nursery crops			
AE.9-12.484	Harvests and transports turf and nursery crops			
AE.9-12.485	Develops salesmanship skills for telephone and face to face sales			

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Environmental Horticulture: Grade 9-12

Landscape Design and Management

Course	Content Standard	Topic	Concept	Notes
AE.9-12.486	Develops math, reading and writing skills as they relate to the landscape design and management industry			
AE.9-12.487	Explores the scope of and careers in the landscape design and management industry			
AE.9-12.488	Develops leadership, communication, citizenship and competitive skills through co-curricular student organization activities			
AE.9-12.489	Demonstrates skills in developing a supervised agricultural experience program			
AE.9-12.490	Demonstrates safety practices related to landscape operations			
AE.9-12.491	Develops record-keeping skills			
AE.9-12.492	Develops computer skills relevant to the landscape design and management industry			
AE.9-12.493	Develops skills needed for emloyment in the landscape design and management industry			
AE.9-12.494	Develops management skills relevant to the landscape industry			
AE.9-12.495	Markets landscape design services			
AE.9-12.496	Designs residential and commercial landscapes			
AE.9-12.497	Establishes landscapes			

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Course	Content Standard	Topic	Concept	Notes
AE.9-12.498	Selects and maintains landscape equipment			
AE.9-12.499	Manages landscape soils, fertility and water			
AE.9-12.500	Manages plants in the landscape			
AE.9-12.501	Controls pests in the landscape			
AE.9-12.502	Identifies and selects plants for the landscape			